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ABSTRACT

Within a theoretical framework of role theory and systems theory, this study investigates differences in role expectations held for school psychologists in IGE schools by principals, unit leaders, teachers and school psychologists; and the relationship between agreement on expectations and ratings of the performance effectiveness of school psychologists. The roles of the school psychologist examined in this report are consultant, diagnositican, therapist, educational programmer and researcher. The research instrument consists of a role evaluation scale and a role analysis questionnaire which are included in the appendix. The data show that role expectations of both school psychologists and their referent groups were consistently similar. However, two of the five role functions were rejected by unit teachers, therapist and diagnostician. It appears that the minimal contact which unit teachers have with school psychologists may lead to a lack of mutual understanding regarding the tasks psychologists should be expected to perform. (Author/DOW)

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Technical Report No. 442

PERCEIVED ROLE AND EFFECTIVENESS OF SCHOOL PSYCHOLOGISTS IN 1GE SCHOOLS

by Kenneth P. Davis

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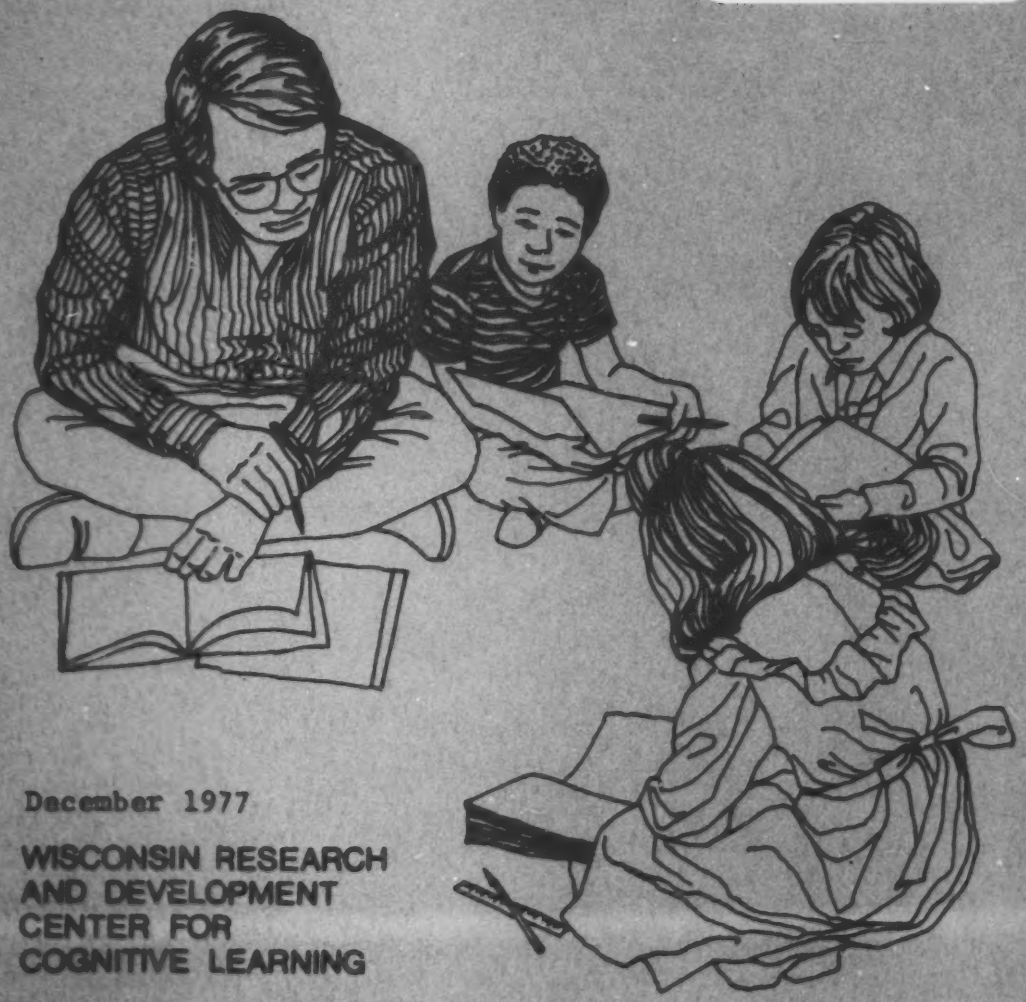

December 1977

WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING

Technical Report No. 442

PERCEIVED ROLE AND EFFECTIVENESS OF SCHOOL PSYCHOLOGISTS IN IGE SCHOOLS

by

Kenneth P. Davis

Report from the Project on
Studies of Administration
and Organization for Instruction

James M. Lipham
Faculty Associate

Wisconsin Research and Development
Center for Cognitive Learning
The University of Wisconsin
Madison, Wisconsin

December 1977

This Technical Report is a doctoral dissertation reporting research supported by the Wisconsin Research and Development Center for Cognitive Learning. Since it has been approved by a University Examining Committee, it has not been reviewed by the Center. It is published by the Center as a record of some of the Center's activities and as a service to the student. The bound original is in the University of Wisconsin Memorial Library.

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The Wisconsin Research and Development Center is supported with funds from the National Institute of Education and the University of Wisconsin.

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Abstract

PERCEIVED ROLE AND EFFECTIVENESS OF SCHOOL PSYCHOLOGISTS IN IGE SCHOOLS

Kenneth Parks Davis

Under the Supervision of Professor James M. Upham

The purposes of this study were: (1) to determine if differences exist in role expectations held for school psychologists in conducting their functions on the part of principals, unit leaders, teachers, and school psychologists in IGE schools; (2) to determine the relationship between agreement on expectations and ratings of the performance effectiveness of school psychologists; and (3) to determine relationships between the performance effectiveness of school psychologists and several organizational variables. The conceptual and theoretical foundations for the study were social systems theory and role theory.

Social systems theory and role theory were utilized in hypothesizing that (1) no differences exist between principals, unit leaders, unit teachers, and school psychologists regarding role expectations held for the school psychologist role, and (2) there is a positive relationship between agreement on role expectations and ratings of performance effectiveness.

Tasks typically performed by school psychologists were identified from the literature and practice and reduced to a survey instrument containing 35 tasks. The School Psychologist Role Analysis (SPRA)

was pilot tested for validity and reliability and the final instrument contained tasks for the following five functions of the school psychologist: consultant, diagnostician, therapist, educational programmer, and researcher roles.

Data were collected from 45 multiunit IGE schools in 20 states. This included 45 principals, 137 unit leaders, 133 unit teachers, and 42 school psychologists. Mean scores were computed for the data. Computer programs were employed to obtain analyses of variance, t-tests, and Pearson product-moment correlations which were used to test the hypotheses of the study. The probability level for all tests of significance was established at .05.

The major conclusions of the study were as follows:

1. There were no significant differences between principals and school psychologists regarding the role expectations of the school psychologist.

2. There were significant differences between unit leaders and school psychologists for the functions of consultant, diagnostician, and therapist in the school psychologist's role.

3. There were no significant differences between unit teachers and school psychologists regarding the role expectations of the school psychologist.

4. There was no significant relationship between principal and school psychologist agreement on expectations for the school psychologist and principals' ratings of performance effectiveness of the school psychologist.

5. There was a statistically significant relationship between

unit leader and school psychologist agreement on expectations for the school psychologist and unit leaders' ratings of performance effectiveness of the school psychologist.

6. There was a statistically significant relationship between unit teacher and school psychologist agreement on expectations for the school psychologist and unit teachers' ratings of performance effectiveness of the school psychologist.

7. No statistically significant relationships were found for principals, unit teachers, and school psychologists between selected organizational variables and the effectiveness of the school psychologist.

8. Unit leaders' ratings of the performance effectiveness of the school psychologist were significantly correlated with contact with the school psychologist, and the number of teachers in the unit correlated significantly with the educational programmer and consultant functions of the psychologist.

Concerning practice, it was suggested: (1) that communication and contact should be increased among unit leaders, unit teachers, and school psychologists; (2) that the organizational model and school psychologist role be further examined and refined; and (3) that dimensions of the SPRA be examined for their relevance to problems in selection and utilization of school psychologists in IGE and other schools.

APPROVED ~~BY~~ _____

DATE 12/2/77

CHAPTER I

ORIENTATION TO THE STUDY

The primary purpose of this study was to examine the role of the school psychologist in IGE schools. Specifically, the study was designed (1) to determine if differences exist in role expectations held for school psychologists in conducting their functions on the part of principals, unit leaders, teachers, and school psychologists; (2) to determine the relationship between agreement on expectations and ratings of the performance effectiveness of school psychologists; and (3) to determine relationships between the performance effectiveness of school psychologists and several organizational variables.

This report of the study is composed of the following chapters: (1) the problem and review of the literature, (2) design and methodology, (3) analysis of the data, and (4) findings, conclusions, and implications. This chapter consists of six sections which include certain background information, a statement of the problem, the theoretical framework, a review of related literature, the significance of the study, and the limitations of the study.

Background of the Study

In 1966 the Wisconsin Research and Development Center for Cognitive Learning, along with cooperating school systems, began the development of Individually Guided Education (IGE). IGE is an

alternative to self-contained, age-graded schooling at elementary and middle school levels. IGE was designed to produce higher educational achievements by providing for differences among students in learning style, learning rate, and other significant characteristics (Klausmeier et al., 1971). The system of IGE is composed of seven basic components which are shown in Figure 1.1. These basic components are: the multiunit organizational structure, a system of individual instructional programming, an evaluation system for decision making, curricular materials compatible with IGE, a home-school-community relations program, a facilitative environment for the implementation of IGE, and continuing research and development program to improve and refine IGE concepts and practices.

The focus of this study is on the multiunit organizational component of IGE. The organizational structure of the multiunit school has emerged from a synthesis of educational practice and organizational theory. The multiunit organization was designed to produce an environment in a school building which facilitates instructional programming for the individual student and the introduction of other components of IGE (Klausmeier et al., 1968). The multiunit structure, shown in Figure 1.2, replaces the age-graded, self-contained classroom organization for instruction. Instruction and Research units (I & R) replace self-contained classrooms as the organization for instruction. The Instructional Improvement Committee (IIC), composed of the principal and unit leaders, replaces the principal as the sole educational decision maker at the building level. The Systemwide Program Committee

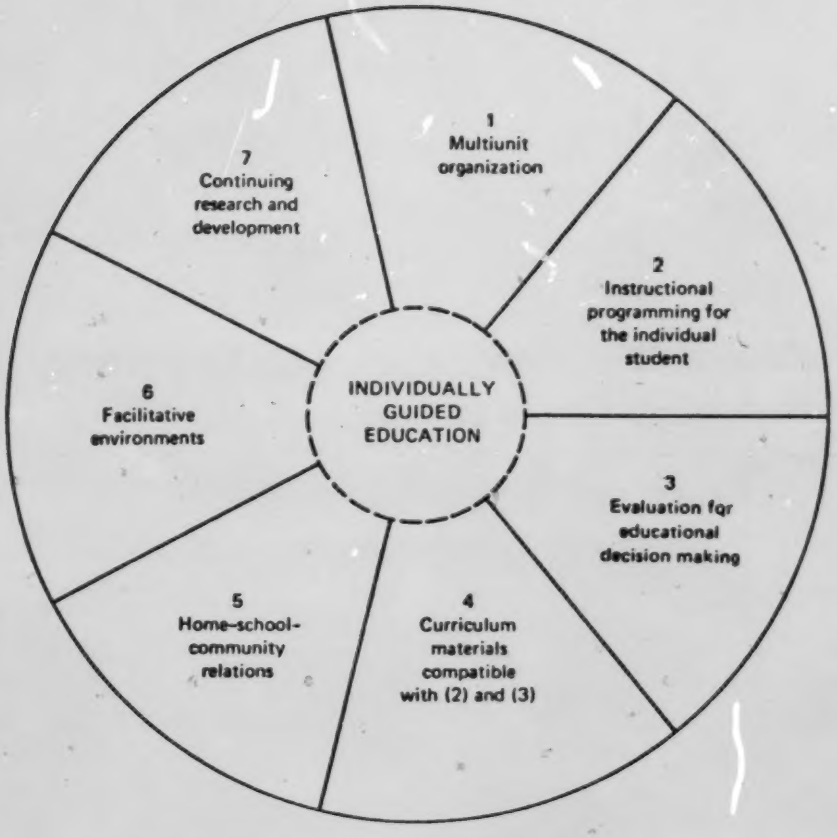
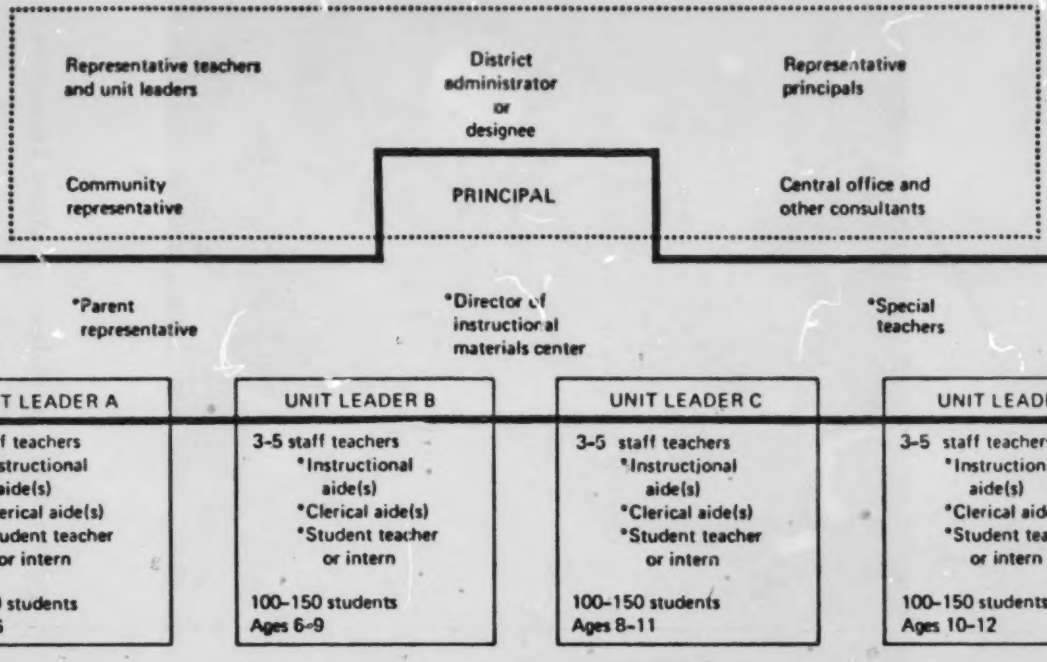


Figure 1.1. Major components of Individually Guided Education.

Source: Klausmeier, Quilling, Sorenson, Way, & Glasrud, 1971, Chapter 2.



——— Instruction and Research Unit

━━━━ Instructional Improvement Committee

- - - - - - - - Systemwide Program Committee.

*Inclusion of these persons will vary according to particular school settings.

Figure 1.2. Multiunit organization of an IGE school of 400-600 students.

Source: Klausmeier, Morrow, & Walter, 1968, p. 19.

(SPC) is a new organizational arrangement for shared decision making at the school district level. These three groups assume responsibility for planning, implementation, and evaluation at the three respective levels and also for communication within the school setting and between the school and the community.

The multiunit structure is designed to: articulate vertical and horizontal relationships, affix organizational roles and responsibilities, facilitate immediate and long-range planning, increase involvement in educational decision making, and improve communication among school personnel (Lipham and Fruth, 1976). The multiunit organizational structure makes possible a flexible division of labor in the I & R Unit. First, no teacher is expected to be an expert in teaching all of the curricular and instructional areas. Second, teachers are relieved of routine tasks by a secretary or aide. Pellegrin (1969) found that IGE schools are characterized by a division of labor that is functional, flexible, and dynamic.

Leadership within the multiunit organization is characterized by positional responsibilities, but emergent leadership behavior is also fostered. This can be seen in the functions of the principal and the unit leader. The principal serves as chairperson of the IIC, but through the process of shared decision making also becomes a contributing member. Thus, positional and emergent leadership on the part of all participants is enhanced.

Because the emphasis of this study was on the building or school level, a discussion of the organization and functions of the I & R Unit and the IIC follows.

The age-graded self-contained classroom that is typically found in elementary schools has been replaced by the nongraded, semiautonomous I & R Unit in the IGE school. Figure 1.2 shows that each unit contains a unit leader, three to five staff teachers, an instructional aide, a clerical aide, a student teacher or intern, and from 100 to 150 multiaged students. The age range in a unit varies from two to four years with unit assignment based primarily on years of school attendance. The major activities performed by the I & R Unit include the following: (1) planning, conducting, and evaluating an instructional program for each child in the unit; (2) managing resources such as time, space, equipment and curricular materials in providing instructional activities; (3) relating the home, school, and the community; (4) engaging in staff development and on-the-job, inservice training; (5) conducting research and development activities to improve the learning for each student; (6) working with other agencies in research and development activities; and (7) providing internship and student teaching experiences for students enrolled in teacher education programs (Lipham and Fruth, 1976, pp. 11, 34).

The staff members of the I & R Unit work together to teach a group of students through the utilization of the Instructional Programming Model (IPM). The IPM calls for the establishment of schoolwide objectives, the initial assessment of students, setting up individual objectives, the placement of students in learning activities which are appropriate, and postassessment of the student's performance according to his/her achievement, learning style, and other characteristics.

The success of implementing the IPM depends upon the cooperation, interaction, communication, and shared decision making among the staff.

The Instruction Improvement Committee (IIC) is the body that is concerned with schoolwide functions. This body, composed of the principal and unit leaders, is responsible for: (1) stating the school's educational objectives; (2) outlining the school's educational program; (3) formulating the inservice program; (4) designing a program for home-school-community relations; (5) assessing the building's financial and physical resources; (6) ensuring the continuity in all curricular areas among the units in the school; (7) arranging the use of facilities and materials that are common to two or more units; and (8) coordinating the programs and activities engaged in with cooperating teacher education institutions and other agencies (Lipham and Fruth, 1976, pp. 11, 35-56). The IIC's major responsibility is in the identifying and developing of the school's educational objectives and, on the basis of these objectives, outlining the educational program of the school. The success of these functions determines the consistency with which IGE practices and continuity in the curriculum occurs across units. The IIC thus deals primarily with planning, decision making, and coordinating the activities related to instruction (Lipham and Fruth, 1976, p. 11).

Role responsibilities of all staff members are affected by the multiunit organizational structure. There are three major characteristics of staff roles in the multiunit structure: (1) roles are differentiated; (2) the roles of the principal, staff teachers, and

paraprofessionals are qualitatively and quantitatively different from roles in traditional schools; and (3) roles are interdependent. It is important that the expectations of these roles are clear to each person so that the designated functions at each hierarchical level are adequately fulfilled.

Research to date on the multiunit school organization has focused on leadership and decision making in the multiunit school and role expectations in the multiunit school. As Lipham (1976) has indicated,

> . . . the multiunit structure tends to change the school from a static, mechanistic institution to an organic, dynamic organization. IGE schools as compared with non-IGE schools, are significantly higher in: open communication networks and essential interdependence relationships (Pellegrin, 1969); organizational adaptiveness and flexibility (Walter, 1973); teacher motivation and morale (Herrick, 1974); and school learning climate (Nelson, 1972). Moreover, in IGE schools, teachers feel that they are involved in making potent instructional decisions (Feldman, 1976; Holmquist, 1976; Wright, 1976); that their values and viewpoints are represented appropriately (Nerlinger, 1975); that they experience job satisfaction (Mendenhall, 1976); and that their principals and unit leaders provide both instrumental and supportive leadership (Evers, 1974; Gramenz, 1974). Moreover, pupils' achievement in reading and mathematics (Sigurdson, 1976) and the pupils' self concept (Bocain, 1976) in IGE schools are comparable to those of pupils in non-IGE schools.

Research regarding role expectations have examined the role relationships of the principal and unit leader. Smith (1972) found a relationship between principal leader behavior and the effectiveness of the IIC.

Regarding the unit leader's role and effectiveness, Sheridan (1974) designed a survey instrument to analyze the unit leader's role. He found that (1) principals, unit leaders, and teachers differed significantly on the expectations held for the unit leader role on tasks dealing with instructional coordination and intraorganizational relationships; (2) principals and unit leaders agreed upon the expectations to be carried out by unit leaders related to management activities of the unit; and (3) agreement between principals and unit leaders on role expectations regarding extraorganizational relationships was significantly correlated with staff participation in orientation activities prior to implementing IGE.

To date, studies have not been conducted concerning psychological services in IGE schools. Attention has not been given to the role of school psychologists nor to their decision involvement in the multiunit organization. This is further evidenced by Figure 1.3, which identifies the use of specialized personnel. As indicated at point D_2, these individuals are to be utilized when the unit is incapable of meeting pupil needs (Bartels and Karges, 1976).

Research findings in other settings tend to support the need for involvement in decision making and educational planning on the part of school psychologists. Roberts (1970) found that school psychologists sought more involvement in the function of educational programming. In the same study, teachers tended to perceive that in current practice the school psychologist places little importance on this function. Furthermore, teachers believed that psychologists should become much

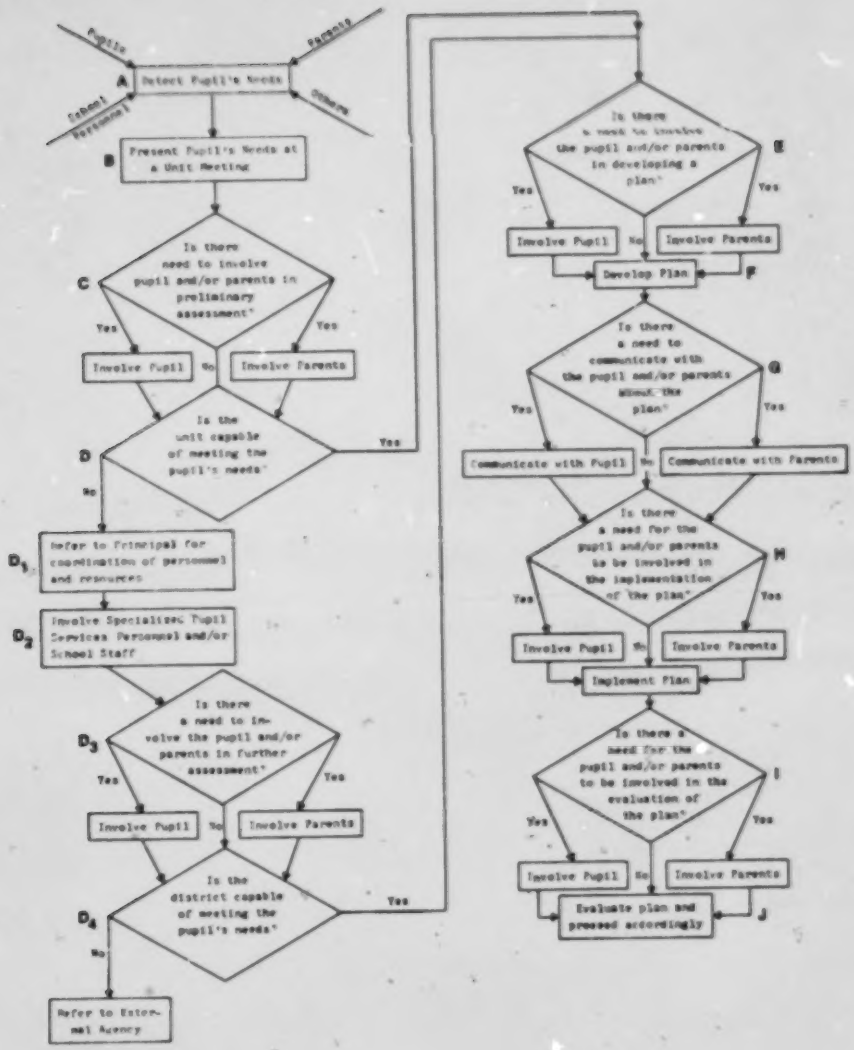

Pupils
Parents
School Personnel
Others
A
Detect Pupil's Needs
B
Present Pupil's Needs at a Unit Meeting
C
Is there need to involve pupil and/or parents in preliminary assessment?
Yes
No
Involve Pupil
Involve Parents
D
Is the unit capable of meeting the pupil's needs?
No
Yes
D1
Refer to Principal for coordination of personnel and resources
D2
Involve Specialized Pupil Services Personnel and/or School Staff
D3
Is there a need to involve the pupil and/or parents in further assessment?
D4
Is the district capable of meeting the pupil's needs?
Refer to External Agency
E
Is there a need to involve the pupil and/or parents in developing a plan?
F
Develop Plan
G
Is there a need to communicate with the pupil and/or parents about the plan?
Communicate with Pupil
Communicate with Parents
H
Is there a need for the pupil and/or parents to be involved in the implementation of the plan?
Implement Plan
I
Is there a need for the pupil and/or parents to be involved in the evaluation of the plan?
J
Evaluate plan and proceed accordingly

Figure 1.3. Educational Decision Making: A Paradigm of Parent, Pupil, and Staff Involvement.

Source: Lois I. Bartels and Lynn Karges, "Involving Parents, Students and Staff in Educational Decision Making," IGE News, 1976, 8 (1), 16-18.

more involved in functions of therapist and mental hygienist than that of educational programmer. Styles (1965) found that teachers credited the school psychologist with more extensive expertise in clinical psychology and more thorough knowledge of severe emotional disturbance than was warranted by actual training. Lucas and Jones (1970) found that teachers of mentally retarded children would like the psychologist to engage in more psychotherapy, while the psychologist considered this the least important aspect of his role. Roberts and Salomons (1970) found that if the recommendations of the psychologist are not implemented to some degree, his effectiveness is certainly impaired. In addition, psychologists perceived the responsibility for implementing the recommendations of the school psychologist to be that of the teacher and the principal. The psychologists would like to see all interested parties, including themselves, assume more responsibility in implementing educational programming.

This study was concerned with perceptions of what school psychologists actually do in IGE schools and how effective they are in doing their tasks. Previous research has presented a somewhat ambiguous picture of the effectiveness of the school psychologist. Baker (1965), and Gilmore and Chandy (1973) stated that teachers' opinions of the effectiveness of psychological services declined after contact with the psychologist, while the work of Lucas and Jones (1970) suggested that teachers having more contact with psychologists rated the services more highly. It was suggested by Iscoe, Pierce-Jones, Friedman and McGehearthy (1967) that younger, less experienced teachers are more

open to help; whereas, Baker (1965) found that there was more co-action between more experienced teachers and psychologists.

It is suggested that the multiunit organizational structure has implications for the role of the school psychologist. The heart of IGE is the guidance of individual and group learning by a team which plans, initiates, and evaluates activities conducive to learning. The Instructional Programming Model (IPM) provides a framework for the staff of the school to participate in planning, implementing, and evaluating an instructional program for each student in a given unit of instruction.

It is believed that the school psychologist will have an integral role with the staff in regard to the following steps in Figure 1.4 of the IPM:

3. Assess the level of achievement, learning style, and motivation level of each student by use of criterion-referenced tests, observation schedules, or work samples with appropriate-sized subgroups.
5. Plan and implement an instructional program suitable for each student or place the student in a preplanned program.
7. Reassess the student's characteristics, or take other actions (wherein the student is unable to meet the initial set of objectives).

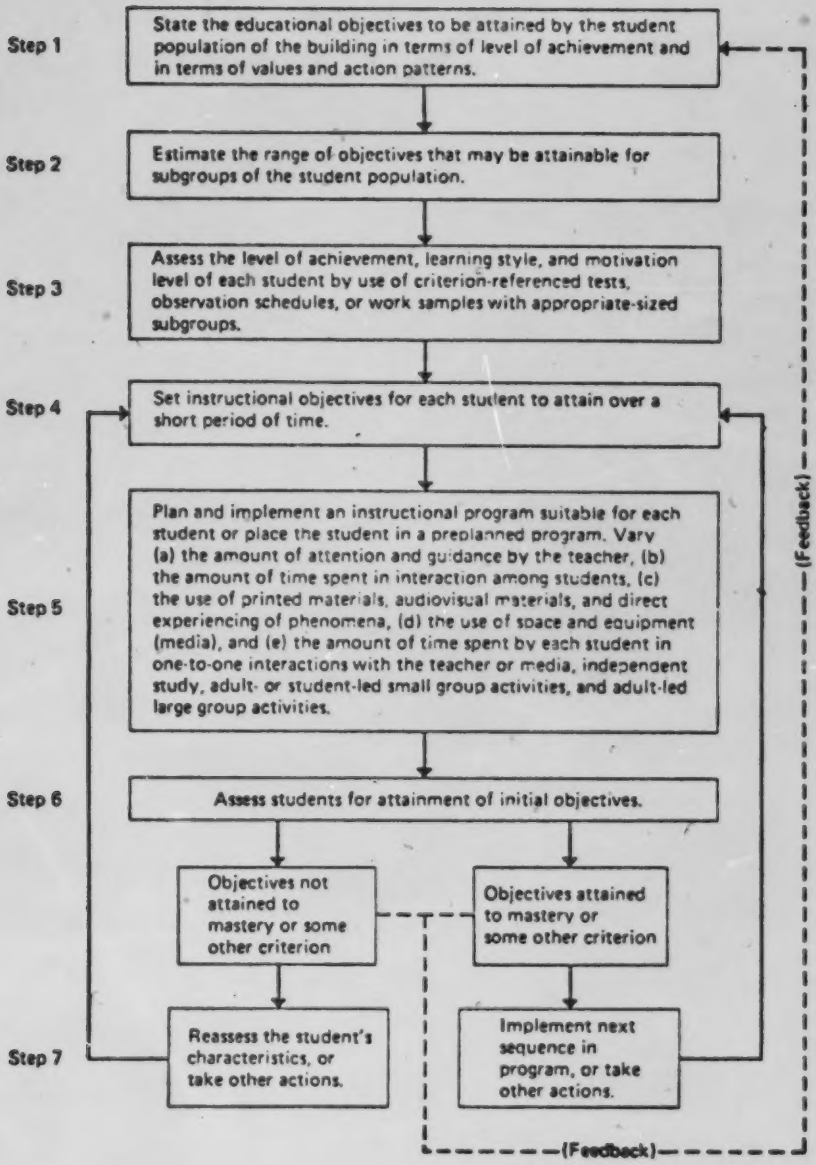

Step 1
State the educational objectives to be attained by the student population of the building in terms of level of achievement and in terms of values and action patterns.
Step 2
Estimate the range of objectives that may be attainable for subgroups of the student population.
Step 3
Assess the level of achievement, learning style, and motivation level of each student by use of criterion-referenced tests, observation schedules, or work samples with appropriate-sized subgroups.
Step 4
Set instructional objectives for each student to attain over a short period of time.
Step 5
Plan and implement an instructional program suitable for each student or place the student in a preplanned program. Vary (a) the amount of attention and guidance by the teacher, (b) the amount of time spent in interaction among students, (c) the use of printed materials, audiovisual materials, and direct experiencing of phenomena, (d) the use of space and equipment (media), and (e) the amount of time spent by each student in one-to-one interactions with the teacher or media, independent study, adult- or student-led small group activities, and adult-led large group activities.
Step 6
Assess students for attainment of initial objectives.
Objectives not attained to mastery or some other criterion
Objectives attained to mastery or some other criterion
Step 7
Reassess the student's characteristics, or take other actions.
Implement next sequence in program, or take other actions.
(Feedback)
(Feedback)

Figure 1.4. Instructional programming model in IGE.

Source: H. J. Klausmeier, M. R. Quilling, J. S. Sorenson, R. S. Way, and G. R. Glasrud, 1971. Individually guided education in the multiunit school: guidelines for implementation. Madison, Wisc.: Wisconsin Research and Development Center for Cognitive Learning, p. 19.

Statement of the Problem

The purpose of this study was to examine the role expectations held for school psychologists and the effectiveness of school psychologists in IGE schools. The major problems investigated in this study were stated in the following null hypotheses:

1. There are no significant differences between principals and psychologists regarding role expectations held for school psychologists in IGE schools.
2. There are no significant differences between unit leaders and psychologists regarding role expectations held for school psychologists in IGE schools.
3. There are no significant differences between teachers and psychologists regarding role expectations held for school psychologists in IGE schools.
4. There is no significant relationship between principal and school psychologist agreement on expectations held for the school psychologist's role and principal's rating of the school psychologist's performance effectiveness.
5. There is no significant relationship between unit leader and school psychologist agreement on expectations held for the school psychologist's role and unit leaders' ratings of the school psychologist's performance effectiveness.

6. There are no significant differences between unit teacher and school psychologist agreement on expectations held for the school psychologist's role and unit teachers' ratings of the school psychologist's performance effectiveness.

Data were also gathered to determine if relationships existed between the following independent variables and the effectiveness of psychologists in conducting their functions in IGE schools:

a. Extent of contact with the school psychologist.
b. Number of teachers in the units.
c. Amount of administrative and/or teaching experience of respondents.
d. Amount of time the psychologist spends in the school.

Theoretical Framework of the Study

The conceptual and theoretical foundations of this study included social systems theory and role theory. These theories were selected as the theoretical framework for this study because of their applicability to the problem being investigated.

Social Systems Theory

Parsons (1951) developed the general theoretical framework for the study of social systems and later applied it to the educational organizational (1958). Getzels and Guba (1957) also applied social systems theory to educational administration, as did Getzels, Lipham, and Campbell (1968). Figure 1.5 illustrates the social systems model

that was utilized in this study for identification of the role, role expectations, and effectiveness of school psychologists in conducting their functions. The model is both conceptual and descriptive. It presumes that interpersonal or social behavior may be viewed as functioning within the context of a social system. The school is conceived as a social system for the purposes of this study.

The social systems model consists of at least two major classes of phenomena which are conceptually independent and interactive (Getzels, 1958). In one dimension are institutions with certain roles and expectations that fulfill the goals of the system; in the other are individuals with certain personalities and need-dispositions inhabiting the system.

Social behavior can be explained as a function of two major analytic elements: (1) institution, role, and expectations which collectively form the normative dimension of activity within a social system; and (2) individual, personality, and need-disposition, which collectively forms the personal dimension of activity. This study focused on the normative dimension of the IGE school as a social system. The relationship between the two dimension is also shown in Figure 1.5.

The model identifies and allows one to examine various types of potential conflict situations in a social systems setting. Conflict has been defined as simply "the mutual interference of parts, actions, and reactions in the social system" (Getzels, Lipham, and Campbell, 1968, p. 108). Conflicts arising from personality, role, role-

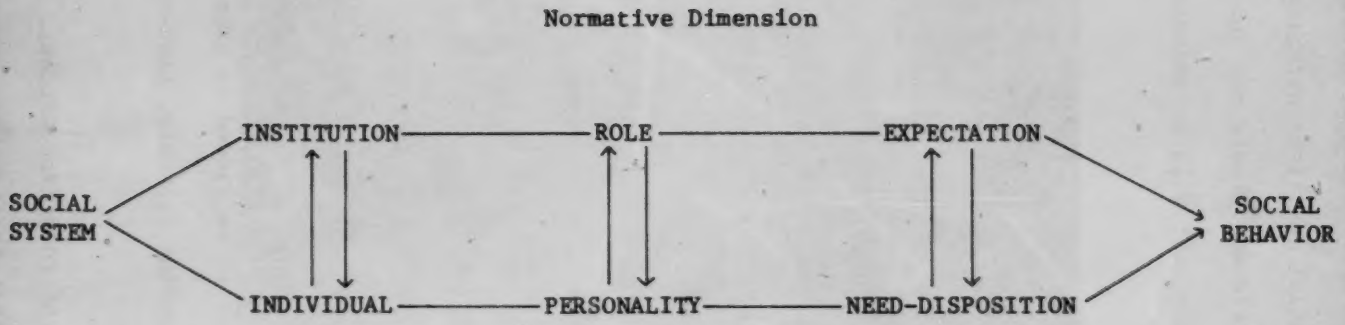


Figure 1.5. Normative and personal dimensions of Social Behavior

Source: Adapted from J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," School Review, 65 (1957), 429.

personality, and perceptual error may be examined in terms of the basic model. This study examined potential conflicts existing as a result of varying expectations held by referent groups for the school psychologist role. Discussion of this conflict will be addressed in a later section of this chapter.

Role

Three distinct categories of usage for role were identified by Getzels, Lipham, and Campbell (1968). First, the process of socialization causes people to assume roles associated with sex and age. Second, role has been regarded as synonymous with patterns of observed behavior in society. Third, roles may be thought of as the structural or normative elements defining the behavior expected of role incumbents (Getzels, Lipham, and Campbell, 1968, p. 60).

It is the third usage of role which concerns the behavior of persons and its relation to others in a social system that is useful for the purpose of this study. Viewed in this context, roles are institutional givens since they normally exist before the actors who will fulfill them are known and thus they can be separated from personality for the purpose of examination. Only the normative determinant of behavior is analyzed when role is viewed in this manner for this type of analysis and understanding (Getzels, Lipham, and Campbell, 1968, p. 64).

Roles are defined in terms of role expectations, the normative rights and duties which define within limits what a person should or should not do under various circumstances as long as one is the

incumbent of a particular role within an institution (Getzels, Lipham, and Campbell, 1968, p. 153). This expanded concept of role pertains to the behavior of a position member or should be in interrelationships with other roles (Thomas and Biddle, 1966, p. 29).

Effectiveness

Social systems theory also provides the framework for analyzing effectiveness as an organizational outcome which, according to organizational theorists, is a function of an individual's ability to participate in organizational decisions. Barnard (1964) used the term effectiveness to describe the accomplishment of the cooperative purpose of the organization. He believed this as being social and nonpersonal in character. Efficiency is personal in nature and is related to the satisfaction of individual motives. Getzels and Guba (1957) related effectiveness to the normative or task achievement dimension and efficiency to the personal or need-satisfaction dimension. As indicated earlier, this study was concerned with the relationship between agreement on role expectations and perceived effectiveness of the school psychologist in conducting functions. Figure 1.6 provides a model for role expectations and effectiveness.

The actions or activities of individuals in an organization which are aimed at the accomplishment of organizational goals have been termed functions (Georgopoulas and Tannenbaum, 1969). Central to the successful accomplishment of functions is the fact that participants agree as to what functions or tasks are necessary. For the purposes of this study a function is defined as an act of professional behavior

performed by the school psychologist (Miller and Boller, 1975). Disagreements among participants in a social system as to what functions are necessary, are detrimental to organizational productivity. Likewise, disagreement on functions denotes role conflict since the role incumbent is expected simultaneously to conform to conflicting sets of expectations. Such role conflict also can be detrimental to individual effectiveness.

Individual effectiveness which contributes to organizational effectiveness is the concern of this study. Effectiveness cannot be judged except in relation to the expectations held by the rater. An important consequence that follows is the possibility that the same behavior may be judged effective or ineffective by the same person, or by separate groups, if different expectations are applied to the behavior (Getzels and Guba, 1957, p. 433).

In this study, effectiveness was judged by the performance of school psychologists in conforming to role expectations as perceived by principals, unit leaders, unit teachers, and school psychologists, themselves. Therefore, effectiveness in this study was defined as the extent to which the school psychologist's on-the-job behavior or performance corresponds to the expectations held for the role.

Role Theory

As already noted, roles are defined in terms of role expectations--the normative rights and duties that define within limits what a person should or should not do under various circumstances while he is the incumbent of a particular role within an institution (Getzels,

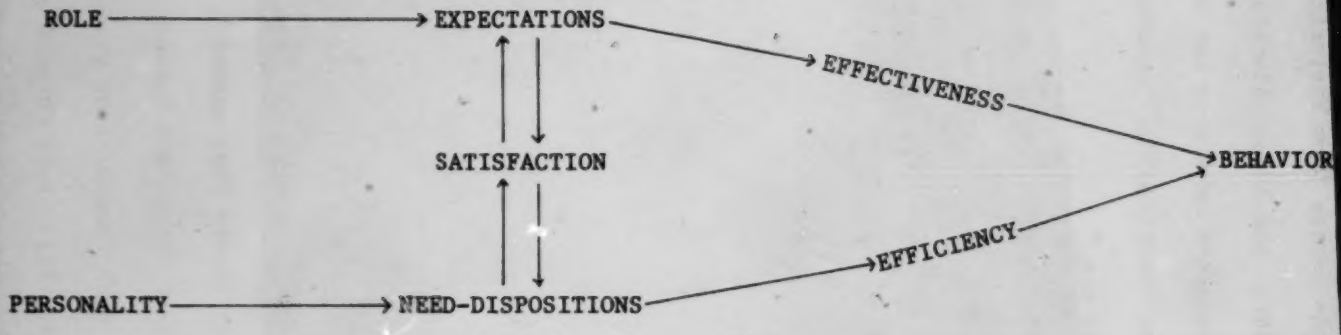


Figure 1.6. Relation of role expectations and need-disposition to effectiveness, efficiency, and satisfaction.

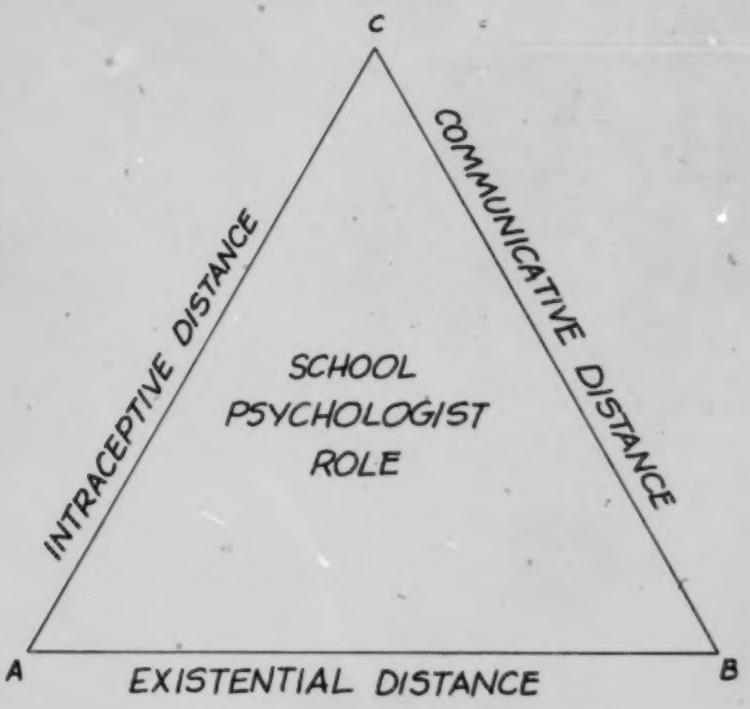
Source: Adapted from J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," School Review, 65 (1957), 433.

1967, p. 153). Role expectations derive from historical-legal antecedents, the professional literature, and school district policies (Lipham and Hoeh, 1974). The expected behaviors can be thought of as extending along a continuum from "required" or "absolutely must" to "prohibited" or "absolutely must not."

Alternative methods have been developed for operationalizing role expectations. The most common, and the one used in this study, is the task approach. In the task approach, the role is described in terms of the tasks to be performed by a role incumbent as perceived by the role incumbent and significant reference groups.

Understandably, differences exist in the expectations that various groups or individuals had for a particular role. Lipham and Hoeh (1974) identified and classified these differences as being intraceptive, communicative, and existential in nature. Figure 1.7 illustrates role expectations and role perceptions held for the school psychologist role. From Figure 1.7, intraceptive differences are due to lack of congruence between what the role incumbent perceives other group expectations to be and his self-expectations. Communicative differences are due to a lack of congruence between what the alter group actually expects and what the role incumbent thinks they expect. Existential differences are caused by a lack of congruence between the role incumbent and other groups regarding such variables as philosophy, age, training, experience, and values. This study focused on identifying existential differences relating to the school psychologist role.

PSYCHOLOGIST'S PERCEPTIONS OF TEACHERS' EXPECTATIONS FOR THE PSYCHOLOGIST'S ROLE ("I believe that teachers expect me to...")



PSYCHOLOGIST'S SELF-EXPECTATIONS FOR THE PSYCHOLOGIST'S ROLE ("As a psychologist, I am expected to...")

TEACHER'S EXPECTATIONS FOR THE PSYCHOLOGIST'S ROLE ("I expect the psychologist to...")

Figure 1.7. Role Expectation and Role Perception Relationships.

Source: Adapted from J. M. Lipham and J. A. Hoeh, The Principalship: Foundations and Functions, New York: Harper and Row, Inc., 1974, p. 125.

Role Conflict

Role conflict results when a role incumbent is required to conform simultaneously to two or more conflicting role expectations which are mutually exclusive, contradictory, or inconsistent so that adjustment to one makes adjustment to the other difficult or impossible (Getzels, 1960). While several types of conflict have been identified, the primary focus in this study was on conflict which was caused by differences in expectations held for the school psychologist role by principals, unit leaders, unit teachers, and school psychologists and the relationship of such differences to ratings of performance effectiveness. Concern was given to two types of conflict: conflict among several reference groups (interreference-group conflict), and conflict within a single reference group (intrareference-group conflict).

Numerous research studies have been conducted concerning conflict between roles at various organizational levels in the school as a social system: school board membership (McCarty, 1959; Osterndorf, 1966; Meggers, 1966); the superintendency (Dorais, 1964; Gross, 1959, Hencley, 1960); the principalship (Frazier, 1964; Falzettu, 1967; Newberry, 1966; Smith et al, 1971); the teacher (Getzels and Guba, 1955; Trask, 1964). Studies related to IGE which have investigated role conflict include: Smith (1972); Benka (1972); Sheridan (1974); and Gramenz (1974). These studies are representative of the growing body of research regarding role expectations in the educational setting. They demonstrate clearly a lack of congruence regarding expectations even for well established roles. It is considered important,

therefore, to gather empirical data for identifying the role of the school psychologist.

Review of Related Research

The basic issue of role identification of the school psychologist, the focus of this study, remains unresolved and is a source of much disagreement. The literature in school psychology is replete with discussions of the role and functions of the school psychologist. Role definition was a major concern at the Thayer Conference of 1954 (Cutts, 1955) and at the Bethesda conference of 1964 (Bardon, 1965). It became one of the immediate concerns of the National Association of School Psychologists, when it was established in 1969, and resulted in a National Survey of School Psychologists (Forling and Hoedt, 1971).

Confusion regarding role conceptions which confront the school psychologist is overwhelming, depending upon the literature source. This dilemma has appeared in every major statement on the role of school psychologists since 1955. White and Harris (1961) presented a "generalist" view of school psychology with emphasis on both the individual case work and group consultation roles. Gray (1963) recognized the then current preoccupation of school psychologists with individual case work but advocated more research and evaluation activities and inservice training of teachers. Reger (1965) made a plan for the educational programmer role in which the school psychologist would consult with teachers in regard to planning effective education programs for individual and groups of children. There are also the roles which reflect

the clinical medical model (Bardon, 1965); the psycho-educational approach of Valett (1963); the preventative, mental health approach by Long (1961) and others. Phillips (1967) succinctly commented that the special educators tend to see the school psychologist as a diagnostician. Community mental health workers tend to believe that the school psychologist could be a mental health consultant in the schools. School social workers seem to see the school psychologist as a member of a service team. Teachers perceive the school psychologist as a clinical-diagnostician who primarily serves the individual child. In a recent study by Grubb et al (1976), teachers were asked to indicate their preferences for a number of role models. The results indicated, in addition to roles of consulting, therapist, psycho-educational evaluator, researcher and classroom change agent, teachers expected the psychologist to fulfill these and and eleven additional roles. All of these roles cannot be assumed effectively by one person. However, all of these roles may be suitable for a psychologist functioning in the schools.

Thompson (1968) stated that school psychologists will have to proceed beyond the mere investigation of their role and functions. He suggested that further research is needed concerning what makes a school psychologist effective. To implement this approach, he proposed that school psychologists need to continually re-evaluate the perceptions they have of themselves and, more importantly, the perceptions of others concerning their functions.

Eiserer (1963) and Styles (1965), among other writers, pointed out that the teachers' perceptions of the school psychologist influence the choices of children referred to the psychologist, and the outcome of the referral in terms of implementing recommendations and follow-up procedures. White and Harris stated that the "most common obstacle between the classroom teacher and the psychologist is the lack of familiarity with the other's role" (p. 219).

Despite the large number of theoretical conceptions concerning the role of school psychologist, five primary functions are continuously restated. For purposes of this study, these five roles were stated as follows: (1) consultant, (2) diagnostician, (3) therapist, (4) educational programmer, and (5) researcher.

Many experts in the field advocate the assumption of a combination of the above role conceptions. The succeeding sections discussed these five roles and related research for each role.

Role as a Consultant

Serving as a consultant the school psychologist does not assume any direct responsibility for the diagnosis or treatment of a child's problem. He or she performs a professional advisory service rendering findings or opinions concerning a particular case or situation, but the responsibility remains with the referring agency (Leton, 1964).

The importance of the consultant role for school psychologist is reflected by many writers. Gray (1963) emphasized the consultant role of the school psychologist. She believed that the new trend in school psychology is to place a consultant in the schools who is familiar with

education and psychology. Elkin (1963) couched this concept as "the most important function which [the school psychologist] can perform . . . ." Bergan (1970), in support of the consultant model, held that "the central task to be accomplished by psychological services in school settings is that of bringing relevant knowledge and techniques from the field of psychology to bear on the education of children." Consultation is seen as the vehicle for accomplishing this. Gerald Caplan (1970) saw consultation as a process of interaction between two professional persons. Furthermore, the school psychologist is the specialist and the teacher (or other school personnel) is the consultee. As Caplan (1970) wrote,

> The consultant engages in the activity not only in order to help the consultee with his current work problem in relation to a specific client or program but also in order to add to the consultee's knowledge and to lessen areas of misunderstanding, so that he [the consultee] may be able in the future to deal more effectively on his own with this category of problem (p. 20).

Bardon and Bennett (1974) saw consultation as the basic relationship between consultant and consultee of that of two professionals with different but coordinate specialties. The consultant exerts influence, not authority: ". . . this includes awareness of teachers' differing ways of coping and differing personality assets and liabilities . . . . the consultant school psychologist focuses on the professional, even if the consultee is displacing his personal problems onto the work setting." The school psychologist does not ignore the feelings of the consultee, but he does distinguish between direct discussion of a teacher's personal problems and taking such problems into consideration

when dealing with a work problem (Bardon and Bennett, 1974, p. 118). The school psychologist as a consultant performs this service in a variety of ways depending upon the kind of problem presented and by which school personnel. Williams (1972) suggested four role dimensions for the consultant: the use of substantive material in the area of the consultant's expertise, his unique qualities as a person, his ability to model the behavior he wishes to have emulated, and his skill as a catalyst or facilitator. Consultation can be individual or group, direct or indirect, formal or informal, spontaneous or planned.

Numerous studies have been conducted on the consultant role of the psychologist. Kaplan and Sprunger (1967) attempted to investigate the consultation variable of time spent with the teacher. Their results failed to discriminate between the conditions of more and less time spent, but did support that either consultative condition led to positive changes in the teacher over the condition of no consultation. Waters (1973) showed that school psychologists were doing more consulting than evaluations of individual children; school personnel tended to perceive their psychologists as cooperative, knowledgeable, and skillful, and preferred consulting activities to psychometric activities. Bardon and Bennett (1974) stated

> . . . successful consultation is expected to continue indefinitely as other problem areas are identified. As teachers become more competent and sophisticated, they are also likely to recognize an increasing number of problems and to ask for additional consultation. It was also noted that when a school psychologist functions effectively, more problems are referred to him (p. 117).

Tyler and Fine (1974) supported the above studies in that psychological

consultation provided changes in the teacher understanding of the child, teacher satisfaction with the consultation, and changes in teacher follow-through on the psychologist's recommendations. Bergan and Tombari (1976) supported the notion that psychologists must function effectively in this area as they investigated consultant services and found that psychologists lacking in consulting skills failed to identify consulter problems and never reached the stage of plan development and implementation. Consultants successful in identifying problems were able to solve those problems.

Role as Diagnostician

The development of individual tests by Binet and Simon in 1904 is commonly heralded as the beginning of the individual testing program which has characterized so much of the work of the school psychologist. The growth of the psychological testing movement following Binet's first test is well known. For years, school psychologists were occupied with the administration of intelligence tests as the major function of school psychology (White and Harris, 1961).

Gottsegen (1960, p. 4) stated that a

> primary function of the school psychologist is the service offered the individual child and his teacher. Specifically, the school psychologist studies the child, draws conclusions concerning the child's problems and their causes, interprets his findings, and, finally, recommends procedures which are aimed at reaching a reasonable solution. The psychologist's effectiveness is more likely to be tested by the quality of assistance offered the child and his teacher than by any other single facet of his job.

Most school psychologists begin their professional careers serving essentially as diagnosticians. The current expansion of special education and need for the assessment of individual differences has led to continued emphasis in diagnosis as the primary responsibility of the school psychologist.

Reger (1965), and numerous other writers who surveyed the activities of school psychologists, stated that the role of diagnostician continues to consume a large portion of allotted time. More recently, Barbanel and Hoffenberg-Rutman (1974) found through a study of school psychologists that the areas most important are the functions that revolve around the individual child and that school psychologists are heavily involved with individual assessment and remediation. Farchild (1974) through the use of a daily activities log, described what services are being provided by the school psychologist. Results again indicated that assessment services consumed the greatest percentage of the time of school psychologists.

Role as a Therapist

In this study, the term, therapist, was utilized to describe those activities that may be normally performed by a clinical psychologist. Here, some distinction must be made between the clinical psychologist and the school psychologist. A clinical psychologist is one who is usually licensed by a state board of psychological examiners and who specializes in private practice; whereas a school psychologist is a person who is certified by a state department of education to practice

as a school psychologist in the public school setting or governmental agency (Sewall and Brown, 1976).

School psychologists have frequently found themselves projected into the role of a therapist whether they are prepared for it or not. Lighthall (1963, p. 372) reviewed three of the major conferences which have focused on the role of the school psychologist. His principal conclusion was: "A single, key fact emerges as a common element in these three important conferences: the school psychologist has been, and still is, a clinical psychologist." Coxe (1964) supported this conclusion that the school psychologist's role as a psychometrician has become more restricted and his role as a clinical psychologist has expanded. McDaniel and Ahr (1965) stated that the school psychologist will not be able to meet effectively the broad educational and psychological goals in the schools until he or she is able to apply techniques other than the traditional clinical role.

The clinical psychologist is one who traditionally has been engaged in the practice of psychotherapy. Rotter (1971, p. 79) described psychotherapy as "planned activity of the psychologist, the purpose of which is to accomplish changes in the individual that makes his life adjustment potentially happier, more constructive or both." Whether the school psychologist should assume this role has been a matter for considerable discussion. Psychologists could not agree on this question at the Thayer conference on school psychology (Cutts, 1955). There are two major reasons given in the literature as to why the school psychologist might not be able to provide adequate

psychotherapy services. Gray (1963) stated, "There are few school systems blessed with sufficient personnel and other auxiliary services for psychotherapy to be feasible as an activity for its psychologists" (Gray, 1963, p. 36). The second reason is that psychotherapy is usually not a function which is accepted by the school psychologist and, consequently, training programs do not generally encourage school psychologists to acquire such skills and techniques (White and Harris, 1961, p. 278).

By contrast, some writers have strongly advocated that the best way to produce effective school psychologists is to train them as psychotherapists (Herron, 1966). Gothsegen (1960, p. 6) stated, "When a disturbed child is not eligible for suspension and community help is not available, it is the legitimate function of the school psychologist trained in psychotherapy to undertake the treatment of the child." Henriquez (1964) considered psychotherapy a vital part of the school psychologist's role on the grounds that such treatment can free children to learn.

Direct intervention with pupils can take a number of forms, but for the purposes of this study, the role of therapist referred to the psychologist's direct or indirect interaction with children. The term "counseling" was used to indicate one form of this interaction. Torbert (1959) defined counseling as

> . . . a personal, face to face relationship between two people, in which the counselor, by means of the relationship and his special competencies, provides a learning situation in which the counselee, a normal sort of person, is helped to know himself and his present and possible future situations so that he

> can make use of his characteristics and potentialities in a way that is both satisfying to himself and beneficial to society, and further, can learn how to solve future problems and meet future needs (Torbert, 1959, p. 3).

The major difference between this definition and the definition of psychotherapy seems to be in Tolbert's emphasis on counseling "a normal sort of person," whereas psychotherapy can include treatment of all kinds of human problems--from normal development problems to psychosis.

Educators and frequently psychologists working in the schools view psychotherapy, with its implied emphasis on serious deviations from normal behavior, as a function of a clinic or a private practitioner (Bardon and Bennett, 1974). The primary purpose of the schools, of course, is education. From a practical viewpoint then, the term "counseling" is appropriately used to describe professional psychological activities in the social system of the school.

Role as an Educational Programmer

Reger (1965, p. 12) stated, "The primary function of the school psychologist is to help plan educational programs for children." His conception of educational programming was very broad and covered many of the role functions already discussed. This broad view, which concurrently emphasizes educational planning, was supported by Pielstick (1963). He stated that the basic purpose of the school psychologist is to help improve the quality and the effectiveness of the educational process through the use of psychological knowledge. This view emphasizes that the child is the teacher's responsibility and that no one

else can think for the teacher during the daily confrontations which occur in the classroom.

Hirst (1963) conceived of a school psychologist as a good teacher who is primarily concerned with the child's academic needs in the learning process. Arbuckle (1966) agreed that the primary purpose of the school psychologist is the same as that of the teacher. He concluded that the basic function of the school psychologist is to help the child benefit more from his educational experience. Granowsky and Davis (1974) viewed the role of the psychologist as a psychoeducational specialist in the schools who focused on the child as he interacts in the educative process. The psychologist's functions in this role near some similarity to the traditional diagnostic role; however, after the traditional diagnostic-remediation cycle is employed, the psychologist is directly accountable for seeing that recommendations have been implemented, i.e., designing relevant educational strategies with the teacher and evaluating these strategies in terms of their effectiveness and making changes as necessary.

Role as a Researcher

When school psychologists list functions for themselves, either actual ones or those they would like, research receives some emphasis. It is usually listed last and is generally qualified by some such statement as, "if he has time" (Cutts, 1955, p. 41). There are several reasons for this. First, few public school systems are research oriented. Traditionally, the press of service needs and the importance of being able to display concrete and easily tallied accomplishments

to administrators and school boards tends to hamper research interests (Eiserer, 1963). A second reason that research is of low priority is that the school setting gives the psychologist little encouragement and support for research. Frequently, psychologists lack colleagues knowledgeable in research to help them sharpen their thinking and planning (Gray, 1963). Reger (1965) stated that school psychologists are more concerned about local role definition than they are in doing research. Gray (1963, pp. 57-58) stated, " . . . it takes a strong commitment to research to prevent the school psychologist from completely bogging down in service demands. Research, then, is a function the school psychologist will find extremely hard to carry out effectively."

It is not surprising that schools give a low priority to the research role. Nevertheless, as Guttentag (1968) stated, "School psychologists are constantly exhorted to do more research and blamed for doing so little" (p. 254). Schools demand much of their school psychologists, expecting them to be privy to a vast amount of validated information on psychology and on other behavioral sciences. When answers are not forthcoming, the school psychologist is held responsible (Bardon and Bennett, 1974).

Related Research on the Role of the School Psychologist

Much has been said about the roles that the school psychologists do in fact perform. The following represents a summary of surveys which have been conducted to accumulate information in terms of what functions school psychologists have assumed within the context of their respective settings.

In the Spring of 1964, a survey was completed concerning the role of the school psychologist in the State of Iowa. Iowa school psychologists considered the following duties to be of primary importance: (1) diagnosis of mental retardation, (2) diagnosis of learning problems, (3) diagnosis of emotional maladjustment, (4) educational planning for children with emotional problems, and (5) certifying the eligibility of children for special class placement. Current functions which school psychologists considered not to be part of their responsibilities included such services as individual psychotherapy for children or parents (group counseling), group testing services, and evaluation of school practices (Carr, 1964).

Cramer (1966) investigated the role of the school psychologist at the secondary level. The results indicated the following to be major functions currently (although not ideally) performed by secondary school psychologists: individual and group testing, consultation with school personnel and parents, clinical diagnosis, counseling (therapy), and remedial and special education programs. Similarly, Styles (1965); Baker (1965); and Keenan (1964) conducted similar types of research inquiries.

Roberts (1969) investigated perceptions of roles and responsibilities of school psychologists in practice, and opinions about the desirability of functions and responsibilities under ideal circumstances. He was concerned with the responses of teachers and psychologists to the following roles: psychometrist, diagnostician, consultant, mental hygienist, researcher, therapist, and educational

programmer. The four major findings were: (1) both psychologists and teachers reported considered diversity in functions and responsibilities; (2) the two groups differed considerably in their perceptions of how the psychologist distributes time; (3) there was a great diversity of opinions between groups concerning the functions of the psychologist under desired circumstances; and (4) the reports of especially effective or ineffective performances reflected the ability or inability of the psychologist to assume various roles, especially in situations which involve communication and coordination. The content of these seven roles and effectiveness were extracted in an adaptation of critical incident techniques.

Studies by Gilmore and Chandy (1973a & b) provided questionnaires about the role of school psychologist to teachers, psychologists, and principals. They found that experienced teachers held higher expectations for more novel interventions such as in-school and in-class services; that psychologists made different kinds of treatment recommendations depending upon the economic status of students (1973b); and that teachers viewed the psychologist as a specialist in emotional problems whose major diagnostic procedure is testing, and as one who recommends treatment but does little himself (1973a).

The foregoing and other studies do provide information about the general role functions of the school psychologist but do not provide specific tasks within each function. It is the responsibility of the respondent to assume and interpret the definitions and/or choices the researchers have provided. The present study investigates specific

tasks within each function of the role of the school psychologist. It is a pioneer study, in that school psychologists and other educators are provided with individual tasks, as well as the global functions of the psychologist. A discussion of these specific tasks is presented in Chapter II.

Significance of the Study

This study was significant for several reasons. First, the results of this study should provide information to educational researchers, teachers, and administrators regarding the role of school psychologists in IGE schools. Second, the study has potential for improving the effectiveness of school psychologists by identifying potential sources of interreference group conflict in order that they may be resolved. Third, the study will provide input for refining the differentiated staffing model of the multiunit school, since knowledge concerning the school psychologist's role will enable school psychologists to evaluate their individual performance relative to the expected performance perceived for the position by important reference groups. Knowing the expected role as well as the areas in which one is performing effectively, may assist the school psychologist in working with these reference groups. Finally, the study is significant because of the practical contributions the total study may make to the participant schools.

Limitations of the Study

This study is limited to IGE schools and therefore the results cannot be generalized beyond this population. Moreover, the role descriptors included in the instrument are not exhaustive of the tasks a psychologist may perform in a particular school. Respondents may wish to provide a good impression or be reluctant to reveal information which could affect their roles. Finally, the sample size is small, being chosen using specific selective criteria. This places additional limitations on generalizability.

Summary

This chapter has placed the study in historical perspective by describing the components of IGE. Research studies dealing with the multiunit school structure were reviewed, and the need was shown for a study of the role of the school psychologist in IGE schools.

Social systems and role theories were defined and presented as the theoretical base for the study. The constructs, role, effectiveness, and conflict were reviewed regarding the normative dimension of the social systems model. Role theory along with relevant research was presented concerning the various functions of the school psychologist. The significance and limitations of the study were presented, as well.

CHAPTER II

DESIGN AND METHODOLOGY

This chapter includes descriptions of the study's methodology and the statistical design for analyzing the data. This chapter is composed of the following sections: (1) the statement of the problem; (2) the hypotheses and ancillary questions; (3) the definition of terms; (4) the development of the instrument; (5) the study population and sample; (6) the data collection procedures; and (7) the statistical techniques employed in the study.

Statement of the Problem

The purpose of this study was to examine the role expectations held for school psychologists in conducting their functions in IGE schools. Specifically the study was designed: (1) to determine if differences exist in role expectations held for school psychologists in conducting their functions on the part of principals, unit leaders, teachers, and school psychologists; and (2) to determine the relationship between agreement on expectations and ratings of performance effectiveness. Relationships between performance effectiveness of the school psychologist and several organizational variables were also investigated.

Hypotheses

The major problems that were investigated in this study are stated in the following null hypotheses:

1. There are no significant differences between principals and psychologists regarding role expectations held for school psychologists in IGE schools.
2. There are no significant differences between unit leaders and psychologists regarding role expectations held for school psychologists in IGE schools.
3. There are no significant differences between teachers and psychologists regarding role expectations held for school psychologists in IGE schools.
4. There is no significant relationship between principal and school psychologist agreement on expectations held for the school psychologist's role and principal's rating of the school psychologist's performance effectiveness.
5. There is no significant relationship between unit leader and school psychologist agreement on expectations held for the school psychologist's role and unit leaders' ratings of the school psychologist's performance effectiveness.
6. There are no significant differences between unit teacher and school psychologist agreement on expectations held for the school psychologist's role and unit teachers'

ratings of the school psychologist's performance effectiveness.

The following ancillary questions were also investigated:

1. Is there a relationship between the extent of contact with the school psychologist and congruence regarding the performance effectiveness of the school psychologist?
2. Is there a relationship between the number of teachers assigned to a unit and congruence regarding the performance effectiveness of the school psychologist?
3. Is there a relationship between the amount of administrative and/or teaching experience of respondents and congruence regarding the performance effectiveness of the school psychologist?
4. Is there a relationship between the amount of time the school psychologist spends in the school and congruence regarding the performance effectivenss of the school psychologist?

Definition of Terms

The key terms used in the study were defined as follows:

1. Multiunit Elementary School: one in which the organizational pattern is divided into instructional units. There is a non-graded approach to instruction, a multiaged pupil population, and learning programs designed for individual pupils (Klausmeier et al., 1971).

2. School Psychologist: those individuals whose professional knowledge, competencies and time are spent in collaboration, consultation, or conference with school personnel on enhancing the learning potential of school-age pupils or advancing their socio-emotional development (Hatch, 1974).
3. Function: an act of professional behavior performed by the psychologist (Miller and Boller, 1975).
4. Role: dynamic aspect of a position, office, or status within an organization (Getzels et al., 1968).
5. Role Expectations: rights and duties that delineate what a person should and should not do under various circumstances as the incumbent of a particular role in a social system (Getzels et al., 1968).
6. Role Behavior: the social behavior of an individual who performs in accordance with the role expectations placed upon him (Getzels et al., 1968).
7. Role Conflict: contradiction or disagreement in role expectations held by a reference group defining a given role (Getzels et al., 1968).
8. Effectiveness: the extent to which the observed social behavior is congruent with expectations held for the focal role (Lipham and Hoeh, 1974).

Development of the Survey Instrument

Chapter I presented a conceptual basis for the variables investigated. As noted in Chapter I, the performance effectiveness of the school psychologist was theorized to be related to agreement on role expectations held for the school psychologist as perceived by principals, unit leaders, teachers, and school psychologists, themselves. The School Psychologist Role Analysis (SPRA) was developed to operationalize and measure the constructs of role expectations and effectiveness.

This section describes the procedures used in developing instrument items, the establishment of instrument validity, the nature of the pilot study, the establishment of instrument reliability, and a description of the survey instrument.

Development of Items

The basic issue of role identification, which is the focus of this study, remains unresolved and a source of disagreement. As noted in Chapter I, the literature indicates that despite a multitude of theoretical conceptions concerning the role of the school psychologist, five primary functions are continuously emphasized. These five roles are: (1) consultant, (2) diagnostician, (3) therapist, (4) educational programmer, and (5) researcher.

The development of the survey instrument, therefore, required a search for specific tasks or functions frequently performed by the school psychologist. The search included pertinent IGE/MUS-E literature along with information and opinions sought from personnel in the

Research and Development Center, professors and students in the Departments of Educational Administration and Educational Psychology at the University of Wisconsin-Madison, and from the principals, unit leaders, teachers, and psychologists currently employed in IGE schools in Wisconsin and Minnesota. The researcher attended a conference held for school psychologists as another source employed in developing the original list of items. A revised Delphi technique was the method utilized in the development of items from the school psychologists.

The Delphi technique (Helmer, 1966), essentially refers to a series of extensive interrogations of samples of experts by means of mailed questionnaires concerning some important problem or question. The mailings are interspersed with controlled feedback to the participants. The responses in each round of questioning are gathered by an intermediary who summarizes and returns the information to each participant and then revises his own opinions and ratings. Delphi has been justified primarily on the grounds that it prevents professional status and high positions from forcing judgments in certain directions as frequently occurs when panels of experts meet (Weaver, 1971). Modifications of this method included the use of sealed envelopes with two rounds of deliberations. The intention was to assure that changes in estimates reflected rational judgment, and not the influence of certain opinion leaders.

One hundred sixty-one potential questionnaire items (see Appendix A) were extracted from the data sources and were then analyzed and refined. These questionnaire items were presented for evaluation by

two classes of graduate students in Educational Administration composed of principals, teachers, and psychologists. Specifically, each respondent was asked to place a 1 in front of any item which in his judgment was acceptable as stated as a role of the school psychologist. Each respondent was further asked to place a 2 in front of those items which in his judgment were not descriptive of the school psychologist's role. Finally, respondents were asked to place an A in front of those items which in his judgment were descriptive of the school psychologist role but were not consistently or logically worded with other items in the instrument.

Additional items were rejected when it was felt that they did not reflect responsibilities which were specifically performed by the school psychologist, but were characteristic of the nature of the position itself, i.e., knowledge of psychological processes, etc. Items which related to situations in specific school districts were deleted, as were items which duplicated a role or task already described by another item or items which were worded on a broader or narrower level than those specifically identified in the questionnaire. These analyses produced a list of fifty role items which were considered to be representative of the domain of the school psychologist role (see Appendix B).

Instrument Validity

The validity of a research instrument indicates how effectively the instrument measures what it purports to measure. A joint committee of the American Psychological Association, the American Educational

Research Association, and the National Council on Educational Measurements has established three main types of validity: content, criterion-related, and construct (Kerlinger, 1973). The procedures utilized to establish content validity for the SPRA are described in this section. Criterion-related validity was not established for this instrument since it is not intended for use in selection procedures. Construct validity will also not be established for this instrument since the constructs and properties of the instrument are already known. However, a factor analysis technique was conducted to study the relationships among the variables in the research instrument and to determine the number and nature of underlying constructs. "Factor analysis is a method for reducing a large number of measures to a smaller number of measures (factors) by discovering which measures 'go together' . . ." (Kerlinger, 1973). This analysis was performed by program BIGFACT, a fully supported statistical program at the University Information Systems for Education (Spuck et al., 1972).

The results of the factor analysis revealed no significant statistical understanding for the five roles of the school psychologist.

These results tend to support the literature in that there is no single role that the school psychologist may hold but rather an interaction of several roles. Due to the interrelationships of the roles presented in this study, it is felt that the alpha correlation coefficient would serve as an appropriate technique for measuring the effectiveness of the instrument.

Content validity is "the representativeness or sampling adequacy of the content--the substance, the matter, the topics--of a measuring instrument (Kerlinger, 1973). "Content validation consists essentially of judgment . . . " which follows the question, "Is this item or content of this item representative of the content or universe of the content of the property being measured?" (Kerlinger, 1973)

The content validity of the survey instrument developed in this study was treated by obtaining the opinions of experts at both the theoretical/research and practice levels of IGE/MUS-E through use of the Q-Sort technique, and through visits and interviews in three IGE pilot schools.

The Q technique (Stephenson, 1953) is mainly a sophisticated way of rank-ordering items and then assigning numerals to subsets of the objects for statistical purposes. The fifty items were placed into five categories corresponding to the five roles of the psychologist. Each item received a response from one to ten, a "1" being assigned to an item deemed "extremely important" consecutively numbered through 10, with a "10" being assigned to an item deemed "unimportant" for a particular category of the school psychologist role.

The 50 items developed as a result of the research and analysis were deemed an adequate and representative sampling of items from the domain of the school psychologist role. Each respondent was presented a list of the 50 items, together with instructions for appraising each of the items. In addition, respondents were encouraged to suggest additional items for the instrument or to suggest revisions of existing items.

The responses were analyzed and a decision role was established which eliminated those items which received a scale score of "7" or more or in which a respondent indicated that an item was outside the domain of the school psychologist. This analysis resulted in the elimination of 15 items, leaving a total of 35 items to be utilized in the pilot study (see Appendices C and D).

The Pilot Study

The pilot study was conducted to test the general procedures for collecting the data, to establish the clarity of instrument instructions, and to provide data for the efficacy of the instrument with regard to establishing content validity and reliability. The pilot sample included two principals, ten unit leaders, two teachers, and two psychologists in MUS-E schools that had implemented the IGE/MUS-E concepts prior to 1973. These individuals were chosen for the pilot because they were judged to be representative of the individuals selected for the final study, and because of their willingness to participate.

The pilot study was open-ended such that respondents were encouraged to suggest additional items for the instrument or to suggest revisions of existing items. No additional items were suggested and only two items were revised as a result of the open-ended nature of the pilot study. The results of the pilot study were analyzed by factor analysis techniques to establish the dimensionality of the instrument.

Reliability

A measure is reliable to the extent that measurement error is limited; the lower the error, the greater the reliability (Kerlinger, 1973). The particular type of measurement error of concern in this study was that error due to variations within the same test interest, i.e., internal consistency. Estimates of internal consistency are primarily concerned with errors in the sample of instrument items and provide an indication of how accurately the instrument involved represents the domain of interest (Nunnally, 1967). Coefficient alpha was the specific method used in this study.

Alpha was computed with the use of the computer program TSTAT (Spuck, 1971) for establishing the estimate of reliability based on internal consistency for the SPRA. Estimates of reliability were established based on the average correlation among items in the instrument. TSTAT includes means, standard deviations, and alpha coefficients of internal consistency for each scale. Spuck (1971) indicated that alpha coefficients below .50 are of questionable reliability, whereas those between .50 and .70 are satisfactory for early stages of research, and those above .70 possess high degrees of internal consistency.

The alpha coefficients for each of the functions of the SPRA and the total instrument alpha coefficient are presented in Tables 2.1 and 2.2.

Table 2.1

COEFFICIENT ALPHAS FOR EACH DIMENSION AND FOR ALL ITEMS FOR EXPECTATIONS

Scale	Coefficient Alpha
Consultant	.7130
Diagnostician	.6285
Therapist	.8040
Educational Programmer	.6988
Researcher	.7578
Total	.9291

Table 2.2

COEFFICIENT ALPHAS FOR EACH DIMENSION AND FOR ALL ITEMS FOR EFFECTIVENESS

Scale	Coefficient Alpha
Consultant	.8330
Diagnostician	.8751
Therapist	.8878
Educational Programmer	.8350
Researcher	.8319
Total	.9632

Individual item correlations with their functions were analyzed and a decision rule was established that eliminated any items which failed to produce a .35 correlation with their appropriate scale. This analysis did not result any elimination of items. Following the complete analysis, the 35 items remained.

Instrument Description

One basic questionnaire, with modified forms for each respondent group, was developed (see Appendices C and D). Respondents included principals, unit leaders, teachers, and school psychologists thus requiring four modifications of the basic questionnaire (see Appendix E).

The basic role instrument for this study consisted of two parts. Part I of the instrument gathered background data, such as age, sex, professional training, total years of experience, total years of experience in the district, number of teachers assigned to the unit, and the extent of contact with the school psychologist. The principals were asked, in addition to background information, questions about the utilization of services of the school social worker, school counselor, and special education personnel. Likewise, the school psychologists were asked, in addition to background information, questions about the number of schools to which they provided service, familiarity with the multiunit structure of the school, exposure to multiunit concepts and workshops, the process of how a child is referred for psychological services and how recommendations and evaluations are returned, how much time is spent in a particular IGE school,

the degree of involvement with the Instructional Improvement Committee (IIC) and where more involvement is sought in their role as a school psychologist.

Since this section of the instrument dealt with background facts it was accepted as having face validity. The selected questions in this section were included on the basis of their descriptive and presumed correlative value to the study.

Part II of the instrument consisted of the 35 task statements which consisted of five categories and were descriptive of tasks the school psychologist performs in conducting their functions. Two frames of reference are involved in the instrument. The first frame of reference asked respondents to indicate the actual expectations they hold for the psychologist's role. The five possible responses were: "Absolutely Must," "Probably Should," "May or May Not," "Probably Should Not," and "Absolutely Must Not." Responses were valued on a scale of 5-4-3-2-1, with a value of 5 assigned to "Absolutely Must" and a value of 1 for "Absolutely Must Not."

The second frame of reference involved asking respondents to rate the performance effectiveness of the school psychologist. The five possible responses of this part of the instrument were: "Very Effective," "Effective," "Neither Effective nor Ineffective," "Ineffective," and "Very Ineffective." Again, these responses were valued on a five-point scale with a 5 being assigned to "Very Effective" and a value of 1 for "Very Ineffective." Expectation ratings for principals, unit leaders, and teachers were prefaced with the following cue: "I

expect the school psychologist to . . ." and performance effectiveness ratings were prefaced with "I rate the effectiveness of the school psychologist in this task as . . ." Each task description on the expectation scale for the school psychologist was prefaced with the cue, "As school psychologist I am expected to . . ." and on the effectiveness scale, the cue was "I rate my effectiveness in this task as . . ."

The items representing the role of the school psychologist were divided into five categories: (1) consultant, (2) diagnostician, (3) therapist, (4) educational programmer, and (5) researcher. Table 2.3 lists those items that are directly related to the function of consultant.

Table 2.3

FUNCTIONS OF A CONSULTANT

Item Number	Item
1	Maintain a positive clinical attitude toward teachers and other staff members involved in solving problems.
10	Initiate appropriate strategies for bringing about planned change in student behavior.
15	Provide information regarding needed change in school, unit (learning community) or IIC (PIC).
22	Provide consultation to the principal regarding intrastaff and parent problems.
25	Communicate in staffings in a way that makes a contribution but does not alienate participants.
28	Teach teachers through case consultation.
29	Assist unit personnel in initiating, establishing and maintaining good home-school relations.

Table 2.4 presents the list of items in which the psychologist is often seen as being an expert in making an intellectual evaluation of the child's abilities--a diagnostician.

Table 2.4

FUNCTIONS OF A DIAGNOSTICIAN

Item Number	Item
2	Organize background data (academic, social, behavioral, personality) in order to assess learning problems.
8	Engage in problem identification, problem solving, and defining an appropriate action plan based on identified problems.
9	Utilize informal and formal diagnostic skills in observing and testing students to define present performance.
24	Provide psychological assessment through formal and informal tests and observations.
30	Interpret formal tests and informal measures so the information is diagnostically useful.
31	Serve on the multi-disciplinary or staffing team.
34	Interpret information and assessment results to parents and teachers.

Table 2.5 presents items which focus on the role of a therapist as a function of the school psychologist.

Table 2.5

FUNCTIONS OF A THERAPIST

Item Number	Item
3	Utilize appropriate theories of behavioral change.
7	Provide program plans for on-task behavior to eliminate negative student behavior.
14	Establish behavior modification and other management programs with parents and teachers.
16	Utilize a positive non-threatening approach to problem solving.
17	Provide information concerning the nature and effects of handicaps (MR, physical, visual, LD).
18	Develop behavior programming in school (establish, monitor, follow up, and modify the programs.
27	Provide professional and personal support for teachers.

Tasks describing educational programming activities which the school psychologist performs are presented in Table 2.6. The analysis of the pilot study resulted in modifying item 13 to the following:

> Assist teachers and principals with educational programming.

Table 2.6

FUNCTIONS OF AN EDUCATIONAL PROGRAMMER

Item Number	Item
4	Assist unit staffs in planning, implementing, and evaluating instructional activities for children in the unit (learning community).
6	Serve as a regular member of the Instructional Improvement Committee (IIC or PIC).
11	Work with teachers to modify the curriculum for specific children or groups of children.
13	Assist with teachers and principals in educational programming.
19	Develop programs of remediation for children in a unit.
23	Work cooperatively as a team member.
35	Assist in conducting evaluation of the total educational program of the school.

Finally, Table 2.7 describes activities which the school psychologist performs as a researcher. Analysis of the pilot study resulted in the modification of item 21 to the following:

> Help unit leaders and teachers make systematic and rational decisions regarding educational issues.

Whereas all items are related to the tasks the school psychologist may perform, items 4, 5, 6, 11, 15, 19, 21, 23, and 29 specifically relate to IGE schools.

Table 2.7

FUNCTIONS OF A RESEARCHER

Item Number	Item
5	Provide inservice training for unit personnel concerning their role in dealing with children with behavioral and/or learning problems.
12	Engage in data collection and monitor the effectiveness of interventions.
20	Help others conceptualize a problem using an appropriate problem-identification and planning techniques.
21	Utilize specific strategies for helping an individual in a group make systematic and rational decisions.
26	Maintain objectivity and positive view of individuals and groups.
32	Interpret problems and issues in the school to the total staff.
33	Conduct inservice courses for the regular staff concerning special educational needs and services.

Study Population and Sample

The population for this study included all multiunit IGE schools listed in the 1973-74 Wisconsin Research and Development Center Directory that met the following criteria:

1. The entire school is organized into the multiunit pattern.
2. The instructional programming model is utilized in at least one curricular area.
3. The school has a functioning IIC which meets at least once a week.
4. The school has implemented IGE for at least two years.
5. The school employs or receives services from a school psychologist.

The schools numbered 280 that had met the first four criteria; however, since the publication of the directory, certain schools have been identified by previous researches in the Wisconsin Research and Development Center as not having implemented IGE. Therefore, a telephone survey to all the schools listed was conducted to identify those schools that met the minimal standards that the Wisconsin Research and Development Center had suggested and to ascertain further whether or not a particular school employed or received the services from a school psychologist (see Appendix F).

The 280 identified schools were numbered and placed in a program for generating random numbers (APL, 1972). Each school was contacted by telephone in the order specified using the questionnaire until fifty schools were identified. The principal of each school was given an explanation of the study and asked if the school would be willing to participate in the study. A total of 104 schools were contacted before the fifty schools were chosen. Once contacted, the principal, all the unit leaders, one unit of teachers selected at random, and the school psychologist were asked to respond.

Forty schools were seen as the needed study sample sufficient for statistical analysis and feasible in terms of resources. However, over-sampling was employed such that the generated sample would provide a sufficient number to participate in the study. Many schools do not have the services of a school psychologist on a full-time basis and some schools may have wished to participate in the study but were unable to do so because of the psychologist's infrequent visits to the school. The distribution of the schools which participated in the study is shown in Table 2.8.

Table 2.8

DISTRIBUTION BY STATE OF SCHOOLS PARTICIPATING IN THE STUDY

California	4	Massachusetts	1	South Carolina	1
Colorado	1	Minnesota	2	South Dakota	1
Connecticut	1	Nebraska	2	Texas	1
Illinois	2	New Hampshire	1	Utah	1
Indiana	1	New Jersey	3	Virginia	2
Iowa	6	New York	2	Wisconsin	9
Kentucky	1	Ohio	3		

Five schools were eliminated because either the psychologist or the principal did not respond and return the instrument. After all data were returned, the final study sample produced 45 schools.

Data Collection Procedures

A packet of instruments was mailed to the principal of each of the schools which included the individual instruments, a letter of instruction, and return self-addressed envelopes for each respondent. Each instrument was number coded by school and color coded for each respondent group. Enclosed with each instrument was a separate envelope for return mailing to insure anonymity of responses. Four hundred ninety-three instruments were mailed, including 50 for principals, 196 for unit leaders, 197 for unit teachers, and 50 for school psychologists.

A 46 percent return had been obtained by two weeks after the initial mailing. At that time, letters were sent to principals in schools where responses were lagging. The principals were asked to contact the respondents involved and to elicit their cooperation. Three weeks after the initial mailing, principals of those schools from which responses had not yet been received were contacted by telephone and their cooperation again was solicited in obtaining the necessary information from nonrespondents. Numerous other telephone calls and additional mailings were made over a seven-week period to obtain lagging responses.

The percentage of return rate was better than average for a survey study. The overall percentage was 72.4 percent. Specifically, 45 of 50 principals (90%), responded; 137 of 196 unit leaders (70%), responded; 133 of 197 unit teachers (68%), responded; and 42 of 50 school psychologists (84%), responded.

Data Analysis

The hypotheses of the study required two different types of statistical analysis. The first three hypotheses pertained to differences in role expectations, while hypotheses four, five and six were concerned with relationships between the congruence of role expectations and performance effectiveness. Finally, the ancillary questions were concerned with relationships between selected independent variables and the psychologist's effectiveness.

The congruence in role expectations was analyzed for each of the five functions of the SPRA using all possible combinations of groups. In order to give equal weight to each unit leader and teacher included in the study, a mean response was computed and used in each analysis involving unit leaders and teachers.

PROGRAM STATJOB: ONE WAY 2(1975), was the statistical program used to test the extent of difference among groups. The same program provided t-tests on an independent group comparison basis for all possible groups. The t-values produced in this manner determined where differences existed between the respondents groups in their expectations for the role of the school psychologist. An .05 level of significance was established for all tests.

Hypotheses four, five and six sought to determine what relationships existed between respondent group differences in expectations and their ratings of school psychologist effectiveness in performing the identified role. This analysis was also conducted on each of the five functions of the SPRA. Each function score was also correlated with

an overall effectiveness score. Analyses were conducted using both signed differences and absolute differences in expectations. Mean responses scores for unit leaders and teachers were again employed.

PROGRAM STATJOB:DSTAT 2 (1973), a descriptive statistic computer program, examined the strength of the correlation between the two variables in each of the hypotheses. A two-tailed test with significance of r at the .05 level was established for each correlation.

Pearson product-moment correlation coefficients was the statistical technique used to analyze the ancillary questions. The DSTAT 2 program was also utilized to establish the degree of relationships between the selected independent variables and agreement on effectiveness. A two-tailed test with a significance level of .05 was again employed.

CHAPTER III

ANALYSIS OF THE DATA

This chapter includes an analysis of the data reported in five sections: (1) a demographic profile of respondents, (2) reliability of the instrument, (3) tests of the hypotheses, (4) an examination of the ancillary questions, and (5) a chapter summary.

Demographic Profile of Respondents

The population utilized in this study included all multiunit IGE schools listed in the 1973-74 Wisconsin Research and Development Center Directory that met the following criteria:

1. The entire school is organized into the multiunit pattern.
2. The instructional programming model is utilized in at least one curricular area.
3. The school has a functioning IIC which meets at least once a week.
4. The school has implemented IGE for at least two years.
5. The school employs or receives services from a school psychologist.

Forty schools were seen as the needed study sample sufficient for statistical analysis and feasible in terms of resources. However,

over-sampling was employed such that the generated sample would provide a sufficient number to participate in the study. Five schools were eliminated because the school psychologist and principal did not respond and return the instrument. After all data were returned, the final study sample produced 45 schools.

Table 3.1 represents the distribution of respondents by sex. The responses are categorized by referent group and total response. Over 65 percent of the principals were male, over 75 percent of unit leaders and unit teachers were female, and over 60 percent of the psychologists were male. Females accounted for over 70 percent of the total respondents.

TABLE 3.1

SEX OF RESPONDENTS, BY GROUP, FREQUENCY, PERCENTAGE AND TOTAL

Respondent Group	Male		Female		Total Group Respondents
	F	%	F	%	
Principals	30	66.7	15	33.3	45
Unit Leaders	29	21.2	108	78.8	137
Unit Teachers	15	11.3	118	88.7	133
School Psychologist	27	64.3	15	35.7	42
Totals	101	28.3	256	71.7	357

Table 3.2 presents the age of respondents. The average age for the respondent groups were as follows: principals, 44.4 years; unit leaders, 37.6 years; unit teachers, 35.0 years; and school psychologists, 36.2 years. The average age for the total sample was 38.3 years.

TABLE 3.2

AGE OF RESPONDENTS

Age	Principals		Unit Leaders		Unit Teachers		School Psychologist		Total All Groups
	F	%	F	%	F	%	F	%	
21-31	4	1.1	54	15.1	63	17.6	17	4.8	138
32-42	14	3.9	39	10.9	41	11.5	14	3.9	108
43-53	19	5.3	33	9.2	17	4.8	9	2.5	78
54-64	8	2.2	11	3.1	10	2.8	2	.6	31
Over 65	0	0	0	0	2	.6	0	0	2
Mean	44.4		37.6		35.0		36.2		
Totals	45	12.5	137	38.3	133	37.3	42	11.8	357

Table 3.3 presents the professional training level of respondents. It was found that: (1) less than one percent of all respondents had less than a B.A. degree, (2) over 44 percent of the respondents had only a B.A. degree and .3 percent of the principals had only a B.A. degree, and (3) a majority of principals and school psychologists possessed a M.A. plus 30 semester hours or higher degree

credentials.

TABLE 3.3

PROFESSIONAL TRAINING LEVEL OF RESPONDENTS

Training Level	Principals		Unit Leaders		Unit Teachers		School Psychologist		Total All Groups
	F	%	F	%	F	%	F	%	
Less than B.A.	0	0	0	0	2	.6	0	0	2
B.A.	1	.3	75	21.0	84	23.5	0	0	160
M.A.	6	1.7	32	9.0	33	9.2	2	.6	73
M.A. + 15	12	3.4	22	6.2	6	1.7	6	1.7	46
M.A. + 30	24	6.7	8	2.2	8	2.2	25	7.0	65
Ph.D.	2	.6	0	0	0	0	9	2.5	11
Totals	45	12.6	137	38.4	133	37.2	42	11.8	357

Table 3.4 presents the number of years of teaching and/or administrative experience for the respondent groups. All respondents counted the current year as a year of experience. As expected, all respondent groups accounted for the largest percentage of the total group experience between one and ten. The frequencies of unit leaders and unit teachers tended to remain stable beyond fifteen years of experience, whereas those of principals and school psychologists declined.

TABLE 3.4

NUMBER OF YEARS OF TEACHING/ADMINISTRATIVE EXPERIENCE OF RESPONDENTS

Years of Experience	Principals		Unit Leaders		Unit Teachers		School Psychologist		Total All Groups
	F	%	F	%	F	%	F	%	
1-5	11	3.1	28	7.8	53	14.8	17	4.8	109
6-10	11	3.1	39	10.9	36	10.1	12	3.4	98
11-15	10	2.8	28	7.8	22	6.2	6	1.7	66
16-20	8	2.2	16	4.5	9	2.5	4	1.1	37
21-25	3	.8	13	3.6	9	2.5	2	.6	27
Over 25	2	.6	13	3.6	4	1.1	1	.3	20
Totals	45	12.7	137	38.2	133	37.2	42	11.9	357

Table 3.5 presents the number of years of teaching and/or administrative experience in the district. As expected, the three referent groups of principals, unit leaders and teachers accounted for the greatest percentage of experience beyond ten years whereas only .9 percent is exhibited for school psychologists beyond ten years of experience in the district.

TABLE 3.5

NUMBER OF YEARS OF RESPONDENTS' TEACHING/ADMINISTRATIVE EXPERIENCE IN DISTRICT

Years of Experience	Principals		Unit Leaders		Unit Teachers		School Psychologist		Total All Groups
	F	%	F	%	F	%	F	%	
1-5	16	4.5	45	12.6	66	18.5	28	7.8	155
6-10	14	3.9	47	13.2	38	10.6	12	3.4	111
11-15	7	2.0	23	6.4	21	5.9	2	.6	53
16-20	8	2.2	13	3.6	1	.3	0	0	22
21-25	0	0	7	2.0	5	1.4	0	0	12
Over 25	0	0	2	.6	2	.6	0	0	4
Totals	45	12.6	137	38.4	133	37.3	42	11.8	357

Table 3.6 presents the extent of contact with the school psychologist. Only 8.9 percent of the three referent groups of principals, unit leaders, and unit teachers reported contact with the school psychologist more than once a week. Similarily only 10.9 percent of the three groups reported contact with the school psychologist once a week. Over 65 percent of the respondents reported contact on a per case basis only. The means of the three groups were 2.8 for principals, 4.4 for unit leaders, and 4.6 for unit teachers. The principals had contact with the psychologist slightly less than once a week; unit leaders and unit teachers only on a per case basis.

The eight tables that follow present information that only the school psychologist completed. The purpose of these data was to gather information surrounding the functioning of the school psychologist in day-to-day operations.

TABLE 3.6

EXTENT OF CONTACT WITH THE SCHOOL PSYCHOLOGIST

	Principals		Unit Leaders		Unit Teachers		Totals
	F	%	F	%	F	%	
More than once a week	15	4.8	8	2.5	5	1.6	28
Once a week	10	3.2	14	4.4	10	3.2	34
Monthly	4	1.3	8	2.5	8	2.5	19
Yearly	0	0	5	1.6	2	.6	7
Per Case	16	5.1	91	28.9	97	30.6	204
None	0	0	8	2.5	9	2.9	17
Other	0	0	3	1.0	2	.6	5
Mean	2.8		4.4	4	4.6		
Totals	45	14.4	137	43.4	133	42.2	315

Table 3.7 presents data on the familiarity of the psychologist with the multiunit organizational structure of the school in which the psychologist was serving. Over 90 percent of the psychologists surveyed reported that they were familiar with the IGE structure.

TABLE 3.7

FAMILIARITY OF THE PSYCHOLOGIST WITH THE MULTIUNIT ELEMENTARY ORGANIZATIONAL STRUCTURE

Response	Frequency	Percentage
Yes	38	90.5
No	4	9.5

Table 3.8 presents information regarding participation in IGE workshops for multiunit personnel. Over 92 percent of the psychologists had not participated in any of the workshops. Apparently the psychologists had taken it upon themselves to become familiar with IGE concepts and practices since they had not participated in any of the selected workshops for multiunit personnel.

TABLE 3.8

PSYCHOLOGIST PARTICIPATION IN SELECTED IGE WORKSHOPS

Response	Frequency	Percentage
None	39	92.9
5-day	0	0
3-day	0	0
1-5 day start-up	3	7.1

Tables 3.9 and 3.10 presents information concerning how child referrals are sent to the psychologist. Table 3.9 indicates that over 30 percent of the referrals were initiated from the principals, followed by the referring teacher, the I & R Unit and finally the IIC. Conversely, Table 3.10 indicates that evaluations and recommendations from the psychologist were presented to the principal, followed by the unit, referring teacher, and the IIC.

Tables 3.9 and 3.10 indicate that the principal was an integral source for the referral process, whereas the IIC was the least utilized source for screening children with problems.

TABLE 3.9

SOURCE OF REFERRALS TO THE PSYCHOLOGIST

Response	Frequency	Percentage
Unit	11	26.2
IIC	2	4.8
Principal	16	38.1
Referring teacher	13	30.9

TABLE 3.10

EVALUATIONS AND RECOMMENDATIONS REPORTED FROM THE PSYCHOLOGIST TO THE STAFF

Response	Frequency	Percentage
Unit	15	35.7
IIC	2	4.8
Principal	16	38.1
Referring teacher	9	21.4

Table 3.11 presents the number of schools to which the psychologist provided psychological services. The range was from one to eighteen. Only 16.7 percent of the psychologists provided services for two schools or less. Of the psychologists surveyed only one (2.4 percent) served one school 100 percent of the time. The overall mean was that the psychologists served 5.8 schools per week.

TABLE 3.11

NUMBER OF SCHOOLS TO WHICH PSYCHOLOGISTS PROVIDED SERVICE

Number	Frequency	Percentage
1	1	2.4
2	6	14.3
3	5	11.9
4	7	16.7
5	3	7.1
6	7	16.7
7	2	4.8
8	3	7.1
9	3	7.1
10	1	2.4
Over 10	4	9.4
Mean		5.8

Table 3.12 presents information as to the amount of time the psychologist spent in the surveyed IGE schools. It was found that 40 percent of the psychologists indicated services were provided at least once a week. The next highest percentage was on an "as needed" basis. Only 23.8 percent of the psychologists reported spending more than once a week in a school.

TABLE 3.12

AMOUNT OF TIME SPENT BY PSYCHOLOGISTS IN THE SCHOOL

Response	Frequency	Percentage
More than Once a Week	10	23.8
Once a Week	17	40.5
Monthly	1	2.4
As Needed	14	33.3

Table 3.13 represents the degree of involvement of the psychologist with the IIC. As indicated in Chapter I, IGE literature suggested that the psychologist, along with other specialized staff, should be served on the IIC. The psychologists reported that none of them had any large degree of involvement in IIC functions and operations; only 19 percent had some degree of involvement. Finally, 81 percent of the psychologists reported that only a small or no degree of involvement of the psychologist in IIC operations. This

information seems to be in agreement with the Bartels and Karges (1970) model that psychologists are only utilized when the unit is incapable of meeting pupil needs.

TABLE 3.13

DEGREE OF INVOLVEMENT OF THE PSYCHOLOGIST WITH THE IIC

Response	Frequency	Percentage
Large Degree of Involvement	0	0
Some Degree of Involvement	8	19.0
Small Degree of Involvement	16	38.0
No Degree of Involvement	18	43.0

Table 3.14 represents information concerning where the psychologist wished greater role involvement in their position as psychologist. The distribution is broken down by sex and choice. It was found that 62 percent of the respondents sought more involvement in the role as a consultant. This seems contrary to the typical expectation that psychologists are trained to be diagnosticians. However, this table is in agreement with the emergent role of the psychologist as a consultant rather than a "tester". It was also found that male psychologists preferred the consultant role twice as much as the next desired role. Similarily, female psychologists favored the consultant role five times as much as the next desired

role. These results tend to be contrary to previous studies which tended to perceive the major functions of the psychologist as diagnostician. Roberts (1969) reported that psychologists themselves wished more involvement as an educational programmer and clinical psychologist.

TABLE 3.14

PSYCHOLOGIST ROLE INVOLVEMENT, CATEGORIZED BY SEX, FREQUENCY, PERCENTAGE AND TOTAL

Role	Male		Female		Total	
	F	%	F	%	F	%
Diagnostician	1	2.4	0	0	1	2.4
Consultant	14	33.3	12	28.6	26	62.0
Therapist	7	16.7	2	4.8	9	21.4
Researcher	1	2.4	0	0	1	2.4
Educational Programmer	2	4.8	1	2.4	3	7.1
Other*	2	4.7	0	0	2	4.7
Total	27	64.2	15	35.8	42	100

*Behavioral Consultant

Validity and Reliability of the Instrument

A primary purpose of the pilot study was to establish the construct validity and reliability of the instrument. The procedures utilized in establishing validity and reliability, together with the

changes that were made in the instrument prior to collection of the target data, were reported in Chapter II.

As discussed in Chapter II, the results of the factor analysis used to establish construct validity for the SPRA revealed no significant statistical understanding for the five roles of the school psychologist. Further examination of the results of the analysis revealed that the constructs identified in the pilot had only been repeated. This was not totally unexpected, since the instrument had been altered by the elimination of several items prior to the collection of the target data, and the sample was relatively small when judged by the number of items in the instrument. In summary, however, the factor analysis did not produce any logical significant order of constructs. The factor matrixes are presented in Appendix G.

Program TSTAT (Spuck, 1971) was again used to estimate reliability based on the alpha coefficient of internal consistency for the fifty items and five scales of the SPRA. As discussed in Chapter II, alpha coefficients below .50 are of questionable reliability, whereas those between .50 and .70 are satisfactory for early stages of research, and those above .70 possess high degrees of internal consistency (Spuck, 1971). A review of several studies in which the TSTAT program was used and a discussion with committee advisors indicated that a correlation of .35 was desirable for individual item correlations to total and .40 for items to scale and an alpha-coefficient for each scale to be .70.

An alpha-coefficient represents the correlation expected from one test item with all other test items in the same domain. Empirically, the alpha-coefficient is considered a coefficient of item homogeneity in terms of items measuring the same construct. All alpha-coefficients for each of the scales in the SPRA and the total instrument exceeded the criteria established for highly reliable instruments. These data are presented in Table 3.15.

TABLE 3.15

COEFFICIENT ALPHAS FOR EACH ROLE AND FOR ALL ITEMS

Scale	Coefficient Alpha
Consultant	.7612
Diagnostician	.8324
Therapist	.8124
Educational Programmer	.7566
Researcher	.7580
Total	.9411

Examination of the correlations of items to total revealed that only one item did not meet the criterion of .35. Despite the low correlation of this [illegible] was retained since in the opinion of the researcher it was [illegible] the study. All items met the criterion of .40 cor[illegible]he scale. These data are presented in Tables 3.16 and 3.1[illegible]ctations and effectiveness, respectively.

TABLE 3.16

ANALYSIS OF THE SPRA BY PROGRAM TSTAT FOR INDIVIDUAL ITEMS OVER FIVE SCALES (EXPECTATIONS)

Item No.	Scale	Correlation (Total)	Correlation (Scale)
1	1	.5456	.5465
2	2	.5287	.6571
3	3	.5957	.6553
4	4	.5801	.5877
5	5	.5790	.5928
6	4	.3362	.4226
7	3	.6737	.6939
8	2	.6761	.6593
9	2	.5603	.7199
10	1	.7150	.6699
11	4	.6475	.5984
12	5	.5676	.5937
13	4	.5927	.6234
14	3	.7089	.7281
15	1	.4929	.5049
16	3	.6475	.7084
17	3	.6406	.6802
18	3	.6374	.6434
19	4	.5744	.5727
20	5	.7026	.7348

TABLE 3.16 (continued)

Item No.	Scale	Correlation (Total)	Correlation (Scale)
21	5	.7026	.7348
22	5	.6276	.7204
23	4	.6461	.6692
24	2	.6291	.7857
25	1	.7082	.7533
26	5	.6830	.6116
27	3	.7518	.7854
28	1	.6576	.7202
29	1	.6568	.7202
30	2	.7186	.8478
31	2	.5507	.6430
32	5	.6147	.7163
33	5	.6457	.7447
34	2	.7126	.7997
35	4	.5038	.7149

TABLE 3.17

ANALYSIS OF THE SPRA BY PROGRAM TSTAT FOR INDIVIDUAL ITEMS OVER FIVE SCALES (EFFECTIVENESS)

Item	Scale	Correlation (Total)	Correlation (Scale)
1	1	.6354	.6770
2	2	.6240	.7436
3	3	.6586	.7422
4	4	.6586	.7557
5	5	.6490	.7254
6	4	.4487	.6360
7	3	.7567	.7928
8	2	.7661	.7312
9	2	.6001	.7516
10	1	.8020	.7883
11	4	.7405	.7527
12	5	.6509	.7031
13	4	.6502	.7375
14	3	.7737	.8201
15	1	.5754	.6104
16	3	.7027	.7664
17	3	.7156	.7623
18	3	.7221	.7441
19	4	.6581	.7074
20	5	.6423	.6746

TABLE 3.17 (continued)

Item No.	Scale	Correlation (Total)	Correlation (Scale)
21	5	.5373	.6085
22	1	.6059	.6058
23	4	.6154	.5798
24	2	.5995	.7578
25	1	.6527	.6332
26	5	.6413	.5468
27	3	.6619	.7253
28	1	.5760	.6553
29	1	.6031	.6656
30	2	.6536	.7779
31	2	.4958	.6531
32	5	.5092	.5722
33	5	.5103	.5536
34	2	.6241	.7277
35	4	.5044	.5717

Tests of the Hypotheses

Six hypotheses were formulated for investigation in this study. In this section the hypotheses are restated and a discussion of findings pertinent to each is included.

The first three hypotheses, as stated, were:

Hypothesis One: There are no significant differences between principals and psychologists regarding role expectations held for school psychologists in IGE schools.

Hypothesis Two: There are no significant differences between unit leaders and psychologists regarding role expectations held for school psychologists in IGE schools.

Hypothesis Three: There are no significant differences between teachers and psychologists regarding role expectations held for school psychologists in IGE schools.

The first three hypotheses were tested by determining the significance of difference among and between the expectation scores of principals, unit leaders, unit teachers and school psychologists for each of the five functions of the SPRA. ONEWAY-2 analysis of variance was the statistic employed for examining among group variance and t-tests were used to determine where significant differences existed between groups.

The analyses of variance resulted in F values that were significant for the functions dealing with diagnostician, therapist and researcher roles.

Table 3.18 depicts the F values and their level of significance by role. The group means as well as mean differences and levels of significance are presented in Tables 3.19 through 3.24.

TABLE 3.18

F VALUES RESULTING FROM ONEWAY ANALYSES OF VARIANCE OF EXPECTATIONS SCORES OF THE PRINCIPALS, UNIT LEADERS, UNIT TEACHERS, AND SCHOOL PSYCHOLOGISTS BY SCALE

Scale	F-Ratio	Significance Level
Consultant	1.53	.2061
Diagnostician	9.09	.0000
Therapist	3.89	.0094
Educational Programmer	.46	.7094
Researcher	2.18	.0899
Total	3.03	.0293

Note: All significance levels expressed as an exact probability with 353 degrees of freedom.

Table 3.19 shows that there were no statistically significant differences between principals, unit teachers, and psychologists regarding the expectations held for the consultant role of the school psychologist. There was a statistically significant difference

between unit leaders and school psychologists regarding the expectations held on the consultant role of the psychologist. Therefore, hypotheses one and three were accepted for the consultant function and hypothesis two was rejected.

TABLE 3.19

T-TESTS COMPARISONS BETWEEN SCHOOL PSYCHOLOGISTS AND PRINCIPALS, UNIT LEADERS AND UNIT TEACHERS FOR CONSULTANT EXPECTATION ROLE

Group Name	Principals	Unit Leaders	Unit Teachers
Group Mean	28.89	28.25	28.62
School Psychologists 29.38			
Mean Difference	.49	1.13	.76
Significance	.4709	.0440	.1749

Note: All significance levels expressed as an exact probability with 353 Degrees of freedom.

Table 3.20 demonstrates that there existed statistically significant differences between unit leaders, unit teachers, and psychologists regarding the expectations held for the diagnostician role of the school psychologist. There were no statistically significant differences between principals and psychologists for the same role. Therefore, hypothesis one was accepted and hypotheses two and three were rejected for the diagnostician function.

TABLE 3.20

T-TESTS COMPARISONS BETWEEN SCHOOL PSYCHOLOGISTS AND PRINCIPALS, UNIT LEADERS AND UNIT TEACHERS FOR DIAGNOSTICIAN EXPECTATION ROLE

Group Name	Principals	Unit Leaders	Unit Teachers
Group Mean	32.58	31.33	31.55
School Psychologists 33.55			
Mean Difference	.97	2.22	2.00
Significance	.0911	.0000	.0000

Note: All significance levels expressed as an exact probability with 353 degrees of freedom.

Table 3.21 illustrates that there existed statistically significant differences between unit leaders, unit teachers and school psychologists regarding expectations for therapist role of the school psychologist. There were no statistically significant differences between principals and psychologists for the therapist role. Again hypothesis one was accepted, and hypotheses two and three were rejected for the therapist function.

TABLE 3.21

T-TESTS COMPARISONS BETWEEN SCHOOL PSYCHOLOGISTS AND PRINCIPALS, UNIT LEADERS AND UNIT TEACHERS FOR THERAPIST EXPECTATION ROLE

Group Name	Principals	Unit Leaders	Unit Teachers
Group Mean	31.22	29.84	30.08
School Psychologists 31.14			
Mean Difference	-.08	1.30	1.06
Significance	.9009	.0133	.0445

Note: All significance levels expressed as an exact probability with 353 degrees of freedom.

Table 3.22 demonstrates that there were no statistically significant differences between principals, unit leaders, unit teachers, and school psychologists regarding the expectations for the educational programmer role of the school psychologist. Therefore hypotheses one, two, and three were accepted for this function.

TABLE 3.22

T-TESTS COMPARISONS BETWEEN SCHOOL PSYCHOLOGISTS AND PRINCIPALS, UNIT LEADERS AND UNIT TEACHERS FOR EDUCATIONAL PROGRAMMER EXPECTATION ROLE

Group Name	Principals	Unit Leaders	Unit Teachers
Group Mean	25.73	25.50	26.06
School Psychologist 25.71			
Mean Difference	-.02	.21	-.35
Significance	.9819	.7598	.6170

Note: All significance levels expressed as an exact probability with 353 degrees of freedom.

Table 3.23 illustrates that there existed no statistically significant differences between principals, unit leaders, unit teachers, and school psychologists regarding the expectations for the researcher role of the school psychologist. Therefore hypotheses one, two and three were accepted for this function.

TABLE 3.23

T-TESTS COMPARISONS BETWEEN SCHOOL PSYCHOLOGISTS AND PRINCIPALS, UNIT LEADERS AND UNIT TEACHERS FOR RESEARCHER EXPECTATION ROLE

Group Name	Principals	Unit Leaders	Unit Teachers
Group Mean	27.83	26.61	27.11
School Psychologists 27.64			
Mean Difference	-.29	1.03	.54
Significance	.6914	.0876	.3734

Note: All significance levels expressed as an exact probability with 353 degrees of freedom.

Table 3.24 presents t-test comparisons for the total expectations of the school psychologist role. This total function encompasses the roles of consultant, diagnostician, therapist, educational programmer, and researcher. The separate roles were previously discussed in the preceding paragraphs. Table 3.24 illustrates that there were no significant differences between principals and school psychologists with respect to the expectations of what the school psychologist does, thus hypothesis one was accepted. Unit leaders, on the other hand, exhibited a statistically significant level of difference between themselves and school psychologists regarding expectations of what the school psychologist actually does, therefore, hypothesis two was rejected. Finally, t-tests revealed that there

were no significant differences between unit teachers and psychologists with respect to expectations of what the school psychologist does, therefore, hypothesis three was accepted.

TABLE 3.24

T-TESTS COMPARISONS BETWEEN SCHOOL PSYCHOLOGISTS AND PRINCIPALS, UNIT LEADERS AND UNIT TEACHERS FOR TOTAL EXPECTATION FUNCTION FOR SCHOOL PSYCHOLOGIST'S ROLE

Group Name	Principals	Unit Leaders	Unit Teachers
Group Mean	146.4	141.5	143.4
School Psychologist 147.4			
Mean Difference	1.1	5.9	4.0
Significance	.7014	.0107	.0827

Note: All significance levels expressed as an exact probability with 353 degrees of freedom.

Although it was not required for this study, an analysis of variance was employed to examine group variance among principals, unit leaders, unit teachers, and school psychologists for the performance effectiveness ratings of the school psychologist. T-tests were also used to determine where significant differences existed between groups.

Table 3.25 presents F values resulting from analyses of variance for effectiveness scores of the respondent groups. Table 3.25

illustrates that there were statistically significant differences for the five roles of the school psychologist.

TABLE 3.25

F VALUES RESULTING FROM ONEWAY ANALYSES OF VARIANCE OF EFFECTIVENESS SCORES OF THE PRINCIPALS, UNIT LEADERS, UNIT TEACHERS AND SCHOOL PSYCHOLOGIST BY SCALE

Scale	F-Ratio	Significance Level
Consultant	9.76	.0000
Diagnostician	17.89	.0000
Therapist	13.72	.0000
Educational Programmer	7.76	.0000
Researcher	8.62	.0000
Total	13.76	.0000

Note: All significance levels expressed as an exact probability with 353 degrees of freedom.

Table 3.26 demonstrates that there were no significant differences between principals and school psychologists for performance effectiveness ratings of the school psychologist, whereas there were significant differences, at the .05 level, between psychologists, unit leaders, and unit teachers for the performance effectiveness ratings of the school psychologist.

TABLE 3.26

T-TESTS COMPARISONS BETWEEN SCHOOL PSYCHOLOGISTS AND PRINCIPALS, UNIT LEADERS AND UNIT TEACHERS FOR EFFECTIVENESS SCORES BY SCALE

Scale	Principals	Unit Leaders	Unit Teachers
Consultant	.4084	.0000	.0000
Diagnostician	.0776	.0000	.0000
Therapist	.3157	.0000	.0000
Educational Programmer	.9821	.0024	.0003
Researcher	.7187	.0005	.0001
Total	.3653	.0000	.0000

Note: All significance levels expressed as an exact probability with 353 degrees of freedom.

Correlational analysis was conducted to determine the relationship between agreement on expectations and ratings of performance effectiveness as sought by hypotheses four, five, and six. The degree of linear relationship between two variables is expressed by a Pearson product-moment correlation coefficient, which was the method employed here.

Hypothesis Four: There is no significant relationship between principal and school psychologist agreement on expectations held for the school psychologist's role

and principal's rating of the school psychologist's performance effectiveness.

The data for testing this hypothesis included two agreement scores. The signed differences between principals and school psychologists on each of the roles was correlated with principal's ratings of the school psychologist's performance effectiveness for each role. Since signed differences can be positive and negative, it was expected that these scores may be sensitive to the distribution of responses about the midpoint. Since this study was concerned about differences and not direction of these differences, an absolute score between principals and school psychologists, which represents the magnitude of discrepancy between the two scores without considering the sign was correlated for each role.

A Pearson product-moment correlation was computed for each of the five roles of the school psychologist and tested for significance. The resulting correlation coefficients are presented in Table 3.27. Within the five functions of the school psychologist, only the roles of educational programmer and researcher exhibited significant correlations for principals and school psychologists. For the total function of the school psychologist, hypothesis four was accepted, and it was concluded that there was no relationship in either the extent or the nature of principal and school psychologist agreement on expectations and the principal's rating of the school psychologist's performance effectiveness.

TABLE 3.27

CORRELATION COEFFICIENTS FOR THE CONGRUENCE OF EXPECTATIONS HELD BY THE PRINCIPALS AND SCHOOL PSYCHOLOGISTS AND THE PRINCIPALS' RATING OF THE SCHOOL PSYCHOLOGIST'S EFFECTIVENESS

Scale	r	Significance Level
Consultant	.182	.092
Diagnostician	.034	.756
Therapist	.055	.614
Educational Programmer	.244	.023
Researcher	.255	.017
Total	.169	.117

Note: All significance levels expressed as an exact probability with 353 degrees of freedom.

Hypothesis Five: There is no significant relationship between unit leader and school psychologist agreement on expectations held for the school psychologist's role and unit leaders' ratings of the school psychologist's performance effectiveness.

The testing of this hypothesis consisted of correlating the absolute differences between the expectation scores of unit leaders and school psychologists with the unit leaders' ratings of school psychologist performance effectiveness. The six correlation coefficients produced from this analysis are presented in Table 3.28.

It was found that only the roles of diagnostician and researcher were not significant at the .05 level. There was evidence that a significant relationship existed between unit leader and school psychologist agreement on expectations and subsequent unit leader ratings of school psychologist effectiveness as stated in hypothesis number five. Thus, the null hypothesis was rejected.

TABLE 3.28

CORRELATION COEFFICIENTS FOR THE CONGRUENCE OF EXPECTATIONS HELD BY THE UNIT LEADERS AND SCHOOL PSYCHOLOGISTS AND THE UNIT LEADERS' RATING OF THE SCHOOL PSYCHOLOGIST'S EFFECTIVENESS

Scale	r	Significance Level
Consultant	.170	.022
Diagnostician	.139	.064
Therapist	.220	.003
Educational Programmer	.173	.020
Researcher	.135	.072
Total	.185	.013

Note: All significance levels expressed as an exact probability with 353 degrees of freedom.

Hypothesis Six: There are no significant differences between unit teacher and school psychologist agreement on expectations held for the school psychologist's

role and unit teachers' ratings of the school psychologist's performance effectiveness.

Hypothesis six was tested by correlating the absolute differences between the expectation scores of unit teachers and school psychologists with the unit teacher ratings of school psychologist performance effectiveness. The correlation coefficients that resulted from this analysis are presented in Table 3.29. It was found that a significant relationship existed for only the consultant function of the school psychologist. There was no evidence that a significant relationship existed between unit teacher and school psychologist agreement on expectations and subsequent unit teachers' ratings of school psychologist effectiveness as stated in hypothesis six. Therefore, the null hypothesis was accepted.

TABLE 3.29

CORRELATION COEFFICIENTS FOR THE CONGRUENCE OF EXPECTATIONS HELD BY THE UNIT TEACHERS AND SCHOOL PSYCHOLOGISTS AND THE UNIT TEACHERS' RATING OF THE SCHOOL PSYCHOLOGIST'S EFFECTIVENESS

Scale	r	Significance Level
Consultant	.161	.033
Diagnostician	.130	.087
Therapist	.116	.128
Educational Programmer	.063	.410
Researcher	.043	.572
Total	.114	.134

Note: All significance levels expressed as an exact probability with 353 degrees of freedom.

Table 3.30 presents data concerning the means for role expectations and effectiveness for each function of the school psychologist by respondent group. The first column represents the means for expectations for each function. The maximum score for each function was thirty-five, and the minimum score was five. The same values would hold true for the second column, which represents the performance effectiveness means for each function.

Table 3.30 shows that all respondent groups rated the diagnostician function the highest of the five roles. Similarly, the effectiveness of the diagnostician function was rated highest among the five roles. Interestingly, all respondent groups rated the remaining functions identical: therapist, consultant, researcher, and educational programmer. The performance effectiveness for each respondent group rated the five functions the same.

TABLE 3.30

MEANS FOR ROLE EXPECTATIONS AND EFFECTIVENESS BY RESPONDENT GROUPS

Role	Principal*	Unit Leaders*	Unit Teachers*	School Psychologist*
Consultant	28.89-25.62	28.25-23.18	28.62-23.02	29.38-26.40
Diagnostician	32.58-29.13	31.33-26.18	31.55-25.54	33.55-30.95
Therapist	31.22-26.76	29.84-23.59	30.08-23.32	31.14-27.81
Educational Programmer	25.73-23.29	25.50-20.99	26.06-20.56	25.71-23.31
Researcher	27.83-24.04	26.61-21.67	27.11-21.34	27.64-24.38

*First columns are means for expectations, second column are means for effectiveness.

Ancillary Questions

It was postulated that several organizational variables might influence the performance effectiveness which the various referent groups would hold for the school psychologist role. Therefore, data were also gathered to ascertain whether or not a significant relationship existed between the following independent variables and referent group ratings of performance effectiveness of the school psychologist in conducting various functions.

1. The extent of contact with the school psychologist
2. The number of teachers assigned to the unit

3. The amount of teaching and/or administrative experience of the respondents
4. The amount of time the school psychologist spends in the school

Correlations coefficients were obtained with these selected organizational variables and the performance effectiveness ratings of the school psychologist held by the four referent groups. Upon reviewing the independent variables, the researcher found that some of the questions were not applicable to all four groups. Only "the amount of teaching and/or administrative experience of the respondents" was required of all referent groups. Principals and unit teachers, in addition to the experience question, were asked to respond to "the extent of contact with the school psychologist." Unit leaders; "the extent of contact with the school psychologist" and "the number of teachers assigned to the unit". Finally, the school psychologist, "the amount of time the school psychologist spends in the school". Correlations were computed for each role function of the SPRA. These results are reported in Tables 3.31, 3.32, 3.33, and 3.4.

TABLE 3.31

CORRELATION COEFFICIENTS FOR SELECTED ORGANIZATIONAL VARIABLES AND CONGRUENCE REGARDING THE PERFORMANCE EFFECTIVENESS OF THE SCHOOL PSYCHOLOGIST HELD BY PRINCIPALS

	CON.	DIAG.	THER.	EDPRO.	RES.	TOTAL
Years of Administrative Experience	-.215	.035	-.131	-.153	-.069	-.113
Contact With the Psychologist	.053	-.119	-.152	-.213	-.239	-.148

* Significant at .05 level.

TABLE 3.32

CORRELATION COEFFICIENTS FOR SELECTED ORGANIZATIONAL VARIABLES AND CONGRUENCE REGARDING THE PERFORMANCE EFFECTIVENESS OF THE SCHOOL PSYCHOLOGIST HELD BY UNIT LEADERS

	CON.	DIAG.	THER.	EDPRO.	RES.	TOTAL
Years of Experience	-.006	.030	.030	-.068	-.035	-.009
Contact With the Psychologist	-.159	-.019	-.130	-.181*	-.161	-.140
Number of Teachers in Unit	.218*	.140	.098	.122	.119	.152

*Significant at .05 level.

TABLE 3.33

CORRELATION COEFFICIENTS FOR SELECTED ORGANIZATIONAL VARIABLES AND CONGRUENCE REGARDING THE PERFORMANCE EFFECTIVENESS OF THE SCHOOL PSYCHOLOGIST HELD BY UNIT TEACHERS

	CON.	DIAG.	THER.	EDPRO.	RES.	TOTAL
Years of Experience	-.062	-.112	-.056	-.033	.007	-.057
Contact With The Psychologist	.022	.042	.024	.053	.030	.037

*Significant at .05 level.

TABLE 3.34

CORRELATION COEFFICIENTS FOR SELECTED ORGANIZATIONAL VARIABLES AND CONGRUENCE REGARDING THE PERFORMANCE EFFECTIVENESS OF THE SCHOOL PSYCHOLOGIST HELD BY SCHOOL PSYCHOLOGISTS

	CON.	DIAG.	THER.	EDPRO.	RES.	TOTAL
Years of Experience	-.015	.049	-.125	-.027	-.173	-.075
Amount of Time in School	.007	.092	.197	-.056	.047	.072

*Significant at .05 level.

As the data in the tables indicate, the performance effectiveness of the school psychologist in the role of educational programmer was significantly correlated with contact with the school psychologist for unit leaders. A significant correlation was also found for the performance effectiveness of the school psychologist in the role of consultant with the number of teachers in the unit. No other significant correlations were produced by the analyses of the ancillary variables.

Summary

The results obtained from analysis of data gathered from principals, unit leaders, unit teachers, and school psychologists representing forty-five IGE schools were reported in this chapter. Data were analyzed on the basis of the five roles of the SPRA. A demographic profile of the respondent groups was presented. Measures used to establish the validity and reliability of the instrument were discussed.

Six operational null hypotheses were tested by analysis of variance and correlation statistical techniques. Three hypotheses were accepted: Hypothesis number one as it related to principal-school psychologist expectation on the total function of the school psychologist role; hypothesis number three as it related to unit teacher - school psychologist expectation on the total function of the school psychologist role; and hypothesis number four as it related to principal - psychologist performance effectiveness.

Although some of the roles within the six hypotheses were accepted, hypotheses number two, five, and six were rejected for total function of the school psychologist for the different referent groups.

Correlational analyses were conducted on several organizational variables and the performance effectiveness ratings of the school psychologist held by principals, unit leaders, unit teachers, and school psychologists for the school psychologist role. None of the variables manifested significant relationships for more than one scale.

Chapter IV will present a summary of the study and discuss the findings, conclusions, and implications of the study.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS AND IMPLICATIONS

This chapter consists of three sections. The first section contains a summary of the study as presented in the first three chapters. The second section presents a discussion of the findings of the study and the conclusions drawn from them. The chapter concludes with a discussion of the implications for practice and further research which may be suggested from the results of this study.

Summary of the Study

This study was designed to examine the role of the school psychologist. The purposes of the study were: (1) to determine if differences exist in role expectations held for school psychologists in conducting their functions on the part of principals, unit leaders, teachers, and school psychologists; (2) to determine the relationship between agreement on expectations and ratings of the performance effectiveness of school psychologists; and (3) to determine relationships between the performance effectiveness of school psychologists and several organizational variables in elementary schools that have implemented Individually Guided Education.

Individually Guided Education (IGE) was developed at the Wisconsin Research and Development Center for Cognitive Learning in cooperation with other educational agencies. IGE has been defined as a

comprehensive alternative form of elementary schooling designed to produce higher educational achievements through providing for differences among students in learning rates, learning styles, and other characteristics (Klausmeier et al., 1971, p. 17). Research studies dealing with the multiunit elementary school (MUS-E) were reviewed. The school psychologist role was defined as a focal position in the MUS-E organizational structure. Due to the varying descriptions and definitions of the school psychologist role and the lack of other research studies, it was considered essential that empirical research be conducted which focused on the school psychologist role.

The conceptual and theoretical foundations of this study involved two bodies of theory: social systems theory and role theory. Social systems theory applied to education by Getzels and Guba (1957) provided a framework for defining and understanding social behavior as it relates to the goals or outcomes of the educational system. Education is a social process functioning within a network of interpersonal relationships in a social system. The school as a social system has two basic dimensions, the normative or institutional dimension, and the idiographic or personal dimension. This study focused on the normative dimension of the IGE school as a social system. In this dimension are institutions with certain roles and expectations that fulfill the goals of the systems.

Role theory was the second theoretical foundation upon which the present study was based. Roles are defined in terms of role expectations--the normative rights and duties that define within limits what

a person should or should not do under various circumstances while one is the incumbent of a particular role within an institution (Getzels, 1967, p. 123). Lipham and Hoeh (1974) noted that differences exist in the expectations that various groups or individuals hold for a particular role. They identified and classified these as being intraceptive, communicative, and existential in nature. This study focused on identifying existential differences relating to the school psychologist role. Existential differences are caused by a lack of congruence between the role incumbent and other groups and may be due to such variables as philosophy, age, training, experience, and values.

Previous research studies of role expectations and role effectiveness, as well as literature on social systems theory and role theory, have demonstrated the utility of the social systems model for understanding and assessing behavioral outcomes in terms of effectiveness and defining roles in terms of expectations. The basic issues of role identification of the school psychologist was also discussed. Despite the large number of theoretical conceptions concerning the role of the school psychologist, five role functions were identified. These five roles were stated as follows: (1) consultant, (2) diagnostician, (3) therapist, (4) educational programmer, and (5) researcher. These five roles and related research were discussed.

Through the use of the theoretical models, the investigator formulated six hypotheses for determining differences between groups regarding role expectations and the relationship between agreement on expectations and subsequent ratings of performance effectiveness. The

relationship between selected organizational variables and performance effectiveness was also investigated.

The population for this study included all multiunit IGE schools listed in the 1973-74 Directory of the Wisconsin Research and Development Center that met established criteria. All schools participating in the study were somewhat comparable because of the participation criteria that were set. In addition to the established criteria as specified by the Research and Development Center as the standards that a school must meet in order to qualify to be labeled IGE, the school must have employed or received services from a school psychologist.

The defined study population consisted of all elementary IGE schools meeting the minimal participation criteria. The schools numbered 280 that met these criteria. A random sampling procedure was used to select 40 schools which met the minimal criteria. Telephone calls were made to the principals of each school to seek their participation and to determine the suitability of their schools for inclusion in the study. Over-sampling was employed such that the generated sample would provide a sufficient number to participate in the study. A total of 104 schools were contacted before the fifty schools were chosen. Once contacted, the principal, all the unit leaders, one unit of teachers selected at random, and the school psychologist were asked to respond.

The respondent study sample consisted to 45 principals, 137 unit leaders, 133 unit teachers and 42 school psychologists who represented the study population.

The School Psychologist Role Analysis (SPRA) instrument was developed and pilot tested by the researcher prior to the collection of data. The SPRA consisted of 35 statements of tasks which the Research and Development Center, researchers, and practitioners indicated were representative of tasks performed by school psychologists in IGE schools. The instrument was tested for validity and reliability according to the five functions of the school psychologist role. Each respondent group was asked to indicate how important each of the tasks was and then to rate the school psychologist's effectiveness in performing them. Each respondent was also requested to provide certain background information.

A demographic profile was constructed which included background information for all respondent groups. Differences among respondent groups in role expectations were analyzed using one-way analysis of variance for roles of the SPRA. T-tests were performed for each role between the school psychologist and each referent group.

The relationship between the extent of agreement on expectations and ratings of performance effectiveness was tested by means of Pearson product-moment correlation coefficients. Pearson product-moment correlation coefficients were also used to test the relationship between performance effectiveness and selected organizational variables.

Findings and Conclusions

This section contains a summary of the results obtained and the conclusions that may be drawn from the tests of the hypotheses and ancillary questions posed for the study. The probability level for all tests of statistical significance was established at .05.

The first hypothesis stated: There are no significant differences between principals and psychologists regarding role expectations held for school psychologists in IGE schools. This hypothesis was accepted. One-way analysis of variance produced statistically significant F values among groups for differences in the expectations they held for the school psychologist in performing tasks related to the diagnostician, therapist, and researcher roles. Subsequent t-tests analyses for individual group differences did not produce any significant differences in expectations between principals and psychologists for the role functions.

The second hypothesis stated: There are no significant differences between unit leaders and psychologists regarding role expectations held for school psychologists in IGE schools. This hypothesis was partially rejected. The analysis of variance among groups produced significant F values for tasks performed by school psychologists which related to functions of the diagnostician, therapist, and researcher roles. Subsequent t-tests for group differences produced significant differences between unit leaders and psychologists for all functions of the school psychologist with the exception of the roles of educational programmer and researcher. The null hypothesis could

therefore be rejected for the overall role functions between unit leaders and school psychologists.

The third hypothesis stated: There are no significant differences between unit teachers and psychologists regarding role expectations held for school psychologists in IGE schools. This hypothesis was accepted. Again, the analysis among group differences produced significant F values for tasks performed by school psychologists which related to functions of diagnostician, therapist, and researcher roles. The subsequent t-tests for group differences produced no significant differences between unit teachers and psychologists for the overall expectations of the school psychologist with the exception of the diagnostician and therapist roles.

The fourth hypothesis stated: There is no significant relationship between principal and school psychologist agreement on expectations held for the school psychologist's role and principals' ratings of the school psychologist's performance effectiveness. This hypothesis was accepted. Correlational analysis was conducted using absolute differences in expectations and principals' ratings of school psychologist effectiveness in performing the functions. These analyses produced no correlations that exceeded the critical value necessary for significance at the .05 level for the overall effectiveness of the school psychologist, with the exception of the diagnostician and researcher roles.

The fifth hypothesis stated: There is no significant relationship between unit leader and school psychologist agreement on

expectations held for the school psychologist's role and unit leaders' ratings of the school psychologist's performance effectiveness. This hypothesis was rejected. Correlational analyses revealed significant relationships between all roles and the total function of the school psychologist with the exception of roles of diagnostician and researcher.

The sixth hypothesis stated: There is no significant relationship between unit teacher and school psychologist agreement on expectations held for the school psychologist's role and unit teachers' ratings of the school psychologist's performance effectiveness. This hypothesis was rejected. With the exception of the consultant role of the school psychologist, correlational analyses produced significant relationships for the overall effectiveness of the school psychologist role.

Correlations computed between independent variables relating to the extent of contact with the school psychologist, number of teachers in the unit, the amount of administrative and/or teaching experience of respondents, the amount of time the school psychologist spends in the school, and referent group ratings on performance effectiveness failed to produce any statistically significant values for the overall role functions of the school psychologist. For unit leaders, significant correlations were found for two roles: (1) the role of educational programmer and contact with the school psychologist, and (2) the role of consultant and the number of teachers in the unit.

It can be concluded from the analysis of the data that referent group and self-perceptions of school psychologist role expectations

were consistently similar. The assumption that the principal referent groups in the IGE school differ as to their expectations for the school psychologist's role was not verified by the study. While all referent groups rated the five roles of the school psychologist similar in expectations and effectiveness, differences did exist for two referent groups and the psychologist.

There were no significant differences between principals and psychologists regarding the expectations held for the school psychologist's role. Also, there were no significant differences between the expectations of the school psychologist role held by principals and how principals rated the effectiveness of the psychologist in performing those expectations. These agreements on expectations and effectiveness ratings perhaps can be attributed to time and contact the psychologist spends in school. Although not statistically significant, demographic information revealed that when the psychologist provides service to the school, the initial contact is with the principal. Data also revealed that referrals are often given to the psychologist by the principal and subsequent evaluations and recommendations by the psychologist are often provided to the principal.

Differences did exist between unit leaders and psychologists regarding both expectations and effectiveness ratings of psychologists, and these differences may have been due to a lack of mutual understanding regarding the tasks the psychologist should be expected to perform. Again, demographic data revealed that a lack of direct contact with the psychologist could account for these results. Unit leaders had an

average contact with the psychologist on a per case basis only; referrals to the psychologist were made by unit leaders in about 26 percent of the cases. The differences in expectations held by unit leaders for the school psychologist role could, therefore, be due to communicative distance.

No statistically significant differences existed between unit teachers and psychologists for the overall role of the school psychologist; however, two of the five role functions were rejected, therapist and diagnostician. In these roles, a significant difference clearly existed for these functions. It would seem that teachers expected the psychologist to be a "tester" and psychotherapist. The differences between the expectations of unit teachers and psychologist could also be due to a lack of time spent in communication with the psychologist.

It was also presumed that the performance effectiveness ratings among the respondent groups would differ. Results from principals, however, revealed no relationship between agreement on expectations and performance effectiveness ratings, whereas a significant relationship existed for unit leaders and teachers between agreement on expectations and effectiveness ratings. This would seem logical since the principals had many opportunities throughout the year to evaluate, work, and consult with the psychologist, whereas unit leaders and teachers had only limited contact with the psychologist. That is to say, that unit leaders and teachers were more likely to call upon the psychologist in one or two particular roles, yet they did not have

first-hand information and experience with the psychologist in the other roles.

All referent groups agreed on the extent to which the psychologist was expected to be an educational programmer and researcher. All four referent groups, however, rated these functions considerably lower in both expectations and effectiveness than they did the other three functions. This suggests that those psychologists who wish more involvement in educational programming and research activities should define and clarify these functions within individual school settings.

The psychologists in this study tended to agree with principals concerning what the psychologist does. Unit leaders and unit teachers, however, differed considerably from psychologists. The psychologist may need, therefore, to increase personal contact and bridge the communicative distance between the two groups. It also was interesting that psychologists gave more "weight" to the diagnostician role to their overall job function, whereas the consultant role took prominence when asked where more involvement is sought in their position as a school psychologist. This may be due to the fact that psychologists perceive the diagnostician role as an "actual" function which may be indicative of the psychologist's perceptions of staffs' expectations for the psychologist's role, whereas the consultant role is seen as an "ideal" function. The literature also supports the view that the consultant function is an emerging role of the psychologist.

Questions were raised throughout this study surrounding the role of the psychologist in the multiunit IGE structure. Although the

psychologist's role in non-IGE schools was not examined, certain of the results tend to suggest that the school psychologist may not function any differently in this structure than in a traditional organizational structure. The psychologists reported that they had no major degree of involvement in IIC operations. A few of the tasks were specifically related to IGE schools. A statistical analysis was made to determine if any significant relationships existed between traditional tasks and IGE-related tasks for the school psychologist's role. Since the number of items was small, the overall results were inconclusive. However, many of the items were related to those tasks that the psychologist would perform in the role of educational programmer. All referent groups gave low priority to this role function.

Social systems theory and role theory, used as the theoretical foundations for this study, were supported in part by the results of this study. According to the model, if variances did not exist between respondent groups in perceiving the school psychologist's role, then there would be high ratings of school psychologist effectiveness. This investigation did, indeed, find that some referent groups agreed on school psychologist role expectations and that they tended to rate the psychologist as being effective in performing those functions. Similarly, the referent group that disagreed rated the psychologist as being less effective in performing tasks. In addition, when the groups agreed on expectations, then they tended to rate the psychologist as being effective in those tasks. Since agreement on expectations for a focal role influences subsequent ratings of performance effectiveness

as hypothesized in this research, the model presented in Figure 1.6, which depicts the relation of role expectations to effective behavior appears to be predictive.

The conclusions are limited to the population of multiunit IGE elementary schools from which the sample was drawn. The conclusions are also limited by the use of self-report instruments which are perceptual as opposed to direct measures. The conclusions are limited by the fact that the instrument used to collect the data was not standardized and therefore it is more difficult to ascertain validity and reliability estimates. Finally, interpretation of findings must be constrained by the degree to which one can accept the assumptions underlying both the statistical procedures and the theoretical frameworks employed.

Implications for Practice and Further Research

In this section the implications for practice which could be deduced from the results of the study are presented first. The final portion of the chapter presents some recommendations for further research derived from the study.

This study has revealed that the expectations held for school psychologist for several role functions by principals, unit leaders, unit teachers, and school psychologists are fairly consistent. This consistency in expectations may indicate that the SPRA is a useful construct for analyzing the role of the school psychologist. This study also revealed that differences in expectations for several of

the role functions of the school psychologist may be due to a lack of communication between referent groups. Therefore, it would seem that efforts should be undertaken to bridge this communication distance. Although the results of this study did not reveal that the psychologist's role differs in IGE schools, this study has provided specific tasks related to global function as well as individual roles of the school psychologist function. The task items of the SPRA dealing with instructional programming could serve as focal points for job descriptions of the school psychologist in the multiunit IGE schools. In addition to job descriptions, the task items can provide assistance for school personnel in the selection, orientation, assignment, and utilization of school psychologists in multiunit schools. Finally, the task items can be used as a measure against which the performance effectiveness of school psychologists can be judged.

The instrument developed to collect data for this study included tasks which were related to five role functions of the school psychologist. These tasks were not included in the prototypic role of the school psychologist developed by the Research and Development Center, and they may not be encompassing all functions of the psychologist in IGE schools. However, since principals, unit leaders, unit teachers, and school psychologists were in general agreement that many of these tasks were included in the domain of the school psychologist role, it would seem logical to suggest that the prototypic role of the psychologist be further developed and refined in light of this information.

A major purpose of this study was to investigate the multiunit organizational structure and the implications for the role of the school psychologist. The heart of IGE is the guidance of individual and group learning by a team which plans, initiates, and evaluates activities conducive to learning. The Instructional Programming Model (IPM) provides a framework for the staff of the school to participate in planning, implementing, and evaluating an instructional program for each student in a given unit of instruction. The results of this study did not provide any evidence that the psychologist has an integral role with the staff with regard to the IPM, nor did the results of the study reveal that the psychologist participates or is included as a focal member of multiunit organizational structure, particularly the IIC. In light of this information, it would seem logical that a more intensive study is required, perhaps through the use of field methodology, to investigate how the psychologist is actually utilized. Without such information it would appear that the psychologist is not a fully functioning member of the school staff, but serves somewhat outside the mainstream as a specialist. Greater potential exists for informed and active involvement of psychologists within the school.

Implications for Future Research

The following areas for future research appear to warrant further consideration and investigation:

1. What are the differences between the actual and the ideal roles of the school psychologist as viewed by various

referent groups, and what is the relationship of this difference to subsequent effectiveness ratings?

2. What are the actual and the ideal levels of decision involvement of school psychologists in IIC and I & R Unit operations?
3. Is the psychologist perceived as being more effective with special education classes rather than regular education classes?
4. In what ways might the psychological dimension, i.e., personality and need-dispositions, affect the role expectations and the effectiveness of the school psychologist?
5. Is the relationship between extent of agreement on expectations and degree of effectiveness linear or curvilinear in nature?
6. Do role expectations and effectiveness of school psychologists differ in non-IGE as compared with IGE schools? Are specific roles more desired than others?
7. Are psychologists satisfied with the level of their input and decision involvement in IGE schools? Does the psychologist seek greater decision-making activities and responsibilities?
8. Are part-time psychologists perceived as effective as full-time psychologists?

In addition to the above questions, it is suggested additional research be conducted investigating the daily activities of the school

psychologist. Through the use of field methodology, staff relations, how time is spent, and what the psychologist actually does and should do could be investigated. Studies of the role behavior of psychologists in a large number of schools could provide useful information as to how psychologists could be better utilized and how the school psychologist can better contribute to instructional programming for the individual student.

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APPENDIX A

SCHOOL PSYCHOLOGIST ROLE ITEMS

the Wisconsin Research and Development Center for Cognitive Learning

(608) 263-4200

the University of Wisconsin · 1025 West Johnson Street · Madison, Wisconsin 53706 · [redacted]

March 28, 1977

Dear Colleague:

I am presently developing a role instrument which will measure expectations and effectiveness of school psychologists in performing tasks. Your assistance is being requested in validating role items. Would you please evaluate the attached listing of role items, using the following code?

1 item is acceptable as stated

2 item is not a school psychologist role

A item is a school psychologist role; however, it is not logically stated or is not in agreement with other items

Please feel free to change statements. Your assistance is also requested in adding appropriate statements not presently included.

Thank you for your interest and assistance.

Sincerely,

Kenneth Davis
Project Assistant

Time begun _____

Time completed _____

Professional Expertise _____

Total Years of Experience _____

I expect the school psychologist to:

_____ 1. have knowledge of psychological processes.

_____ 2. have knowledge of behavior change theories.

_____ 3. have knowledge of cultural/socioeconomic differences.

_____ 4. have knowledge of appropriate curriculum for group experience.

_____ 5. have knowledge of learning processes.

_____ 6. have an understanding nature and effects of handicaps (MR, physical, visual, LD).

_____ 7. have knowledge of M-Team process.

_____ 8. have knowledge of specific materials available.

_____ 9. have medical knowledge--need enough medical information to know when to refer to M.D.

_____ 10. have knowledge of child development.

_____ 11. have knowledge about individual assessment.

_____ 12. organize background data (academic, social, behavioral, personality).

_____ 13. collect information from school record.

_____ 14. provide psychological assessment; through formal and informal.

_____ 15. identify needs--individual and group.

_____ 16. diagnose through response to behavioral programs.

_____ 17. provide student evaluation and assessment.

_____ 18. work with a child to get more specific information about their learning difficulties.

_____ 19. assess learning problems.

_____ 20. use formal tests so information is diagnostically useful.

_____ 21. interpret tests.

_____ 22. provide unit behavior assessment.

_____ 23. develop assessment techniques which predict the treatment resources, programs which promise best outcome.

_____ 24. be aware of analysis of nonverbal behavior.

_____ 25. have the ability to listen, gather information and organize it.

_____ 26. engage in the observation of students in the unit, lunch room, and at recess.

_____ 27. observe effectively in the unit: individual, peer interactions, teacher behavior.

_____ 28. have diagnostic skills via observing, examining history, defining present skills, testing (informal and formal).

_____ 29. provide needs assessment (Title I, TMR, orthopedic programming).

_____ 30. bring about change in the educational environment.

_____ 31. provide a gathering process to increase time for implementation and follow through.

_____ 32. prepare an activity flow chart using acceptable flow-charting strategy.

_____ 33. have the ability to see the overall view of the school and to interpret this to others in the school.

_____ 34. talk with important persons surrounding a child.

_____ 35. interview students, parents, teachers, family.

_____ 36. perform basic therapy techniques to use with children in specific situations: death, divorce, separation.

_____ 37. conduct individual and group counseling with kids, parents, and/or teachers.

_____ 38. be aware of non-verbal techniques (breathing, movement).

_____ 39. have counseling skills for use with parents to terminally ill children.

_____ 40. have an understanding in dealing with children's sexual problems.

_____ 41. have group therapy skills.

_____ 42. work with students in groups.

_____ 43. co-lead in group situations.

_____ 44. establish management programs (behavior modification) with parents, teachers.

_____ 45. develop behavior programming in school (set up contingency management program, moniter programs, follow-up and modification of programs.

_____ 46. provide program planning for on-task behavior: elimination of negative behavior.

_____ 47. write behavior change programs and getting cooperation.

_____ 48. develop behavior modification (observing, charing, follow-ups) program.

_____ 49. engage in contracting with kids (truancy, behavior, academics).

_____ 50. plan and implement a program to change the behavioral attitude of an individual or group.

_____ 51. train parents in information-gathering techniques.

_____ 52. work with parents--ability to see behind the behavior, to understand parenting choices and help parents.

_____ 53. teach specific skills to parents.

_____ 54. conduct child management parent groups.

_____ 55. provide consultation with parents and teachers.

_____ 56. engage in setting up and following in-unit behavior program in conjunction with classroom teacher.

_____ 57. assist in programming with teachers and principals.

_____ 58. in restructuring unit environments.

_____ 59. provide consultation--teacher conferences, feedback for improving effectiveness.

_____ 60. provide consultation with principals and administrators regarding intrastaff and parent problems.

_____ 61. teach teachers through case consultation.

_____ 62. provide direct consultation--teachers, administrators, team around clarification and problem solving.

_____ 63. provide unit intervention techniques.

_____ 64. provide consultation to teachers in team meetings.

_____ 65. consult with parents and working with their teachers.

_____ 66. have home-school coordination in programming.

_____ 67. conduct parent conferences.

_____ 68. interpret information and assessment to parents and teachers.

_____ 69. work with teachers to set up curriculum modification for specific children and groups of children.

_____ 70. assist curriculum programming.

_____ 71. provide specific academic programming strategies.

_____ 72. provide or assist in educational programming for academic remediation.

_____ 73. provide assistance for cross-age tutoring for remediation in reading, math.

_____ 74. engage academic programming (includes adapting assignments, rewriting units, chosing appropriate vocabulary and prescribing curriculum.

_____ 75. develop academic remediation techniques.

_____ 76. tutor and teach groups and individual students.

_____ 77. have a very positive non-threatening approach.

_____ 78. have empathy for children.

_____ 79. develop rapport with adults.

_____ 80. have rapport with staff.

_____ 81. have an understanding rapport building with community.

_____ 82. provide comfort level working with children.

_____ 83. provide support for teachers.

_____ 84. have a comfortable relationship with many other staff members.

_____ 85. have interpersonal communication skills.

_____ 86. have the ability to communicate clearly, openly, and objectively with staff, students, administrators, parents.

_____ 87. give feedback to others in way that is functional and productive.

_____ 88. have the ability to share information clearly--assessing the needs of the listeners.

_____ 89. interpret data to others in understandable terms.

_____ 90. get teachers to maintain ownership and responsibility for referred students.

_____ 91. have the ability to communicate in staffings in a way that makes a contribution but does not alienate participants.

_____ 92. use specific listening skills.

_____ 93. listen to what people are really saying.

_____ 94. organize and get everything done.

_____ 95. have organizational skills (sequencing interviews, writing notes, daily scheduling (lists)).

_____ 96. accept failure and try another approach.

_____ 97. be able to keep confidential information confidential.

_____ 98. have ethics.

_____ 99. have the ability to maintain objectivity and positive view of targets whether individuals, groups, or systems.

_____ 100. have the ability to maintain a positive clinical attitude toward teachers and other school staff involved and contributing to student problems.

_____ 101. have a high tolerance for stress--low anxiety level.

_____ 102. co-lead in group situations--conferences, therapy, etc.

_____ 103. utilize specific strategies for helping an individual in a group make systematic and rational decisions.

_____ 104. provide a process orientation to meetings, interpersonal communications.

_____ 105. have group process techniques.

_____ 106. provide small group work across ages for adaptation to school settings.

_____ 107. use a variety of strategies to help groups reach consensus.

_____ 108. work with other professionals effectively.

_____ 109. have skill in leading meetings and getting group participation.

_____ 110. participate helpfully in pupil staffings.

_____ 111. work with parents in coordinating school programs.

_____ 112. have the ability to work with others on a variety of tasks and in a variety of roles.

_____ 113. chair a meeting, working in groups.

_____ 114. organize and directing committees.

_____ 115. provide other school personnel with information.

_____ 116. have the ability to work as a team member.

_____ 117. organize team meetings and various special education procedures.

_____ 118. plan programs cooperatively with teachers.

_____ 119. have an activie interest in team functioning.

_____ 120. compile each professionals' information for the M-Team report.

_____ 121. plan effective inservices for teachers and aides.

_____ 122. give inservices and workshops.

_____ 123. set up inservice courses for the regular staff to promote special educational services.

_____ 124. provide program evaluation: inservice to teachers.

_____ 125. supervise other staff, students.

_____ 126. give teacher inservice strategies--traditional lecture and discussion.

_____ 127. develop a comprehensive long-range plan for the development and implementation of an educational program.

_____ 128. initiate most appropriate strategies for bringing about planned change in a given situation.

_____ 129. work with teachers to restructure curriculum, etc.

_____ 130. share or give away leadership as appropriate.

_____ 131. provide a way of analyzing problems to teachers, counselors, administrators.

_____ 132. have community involvement.

_____ 133. help others conceptualize a problem using an appropriate problem-identification planning model.

_____ 134. provide information regarding change in school, unit, IIC.

_____ 135. develop and implement a discrepancy based needs assessment/R&D staff development.

_____ 136. engage in problem identification, problem solving, and decision making.

_____ 137. define an appropriate action plan based on identified problems.

_____ 138. prepare a project proposal that is consistent with the guidelines established by a funding agency.

_____ 139. help others formulate decision type questions in such a way that they are researchable.

_____ 140. build programs from needs data.

_____ 141. prepare network of goals and objectives at varying levels of abstractions to describe the processes and products of a program or project.

_____ 142. engage in and apply formative and summative evaluation techniques.

_____ 143. engage in data collection and monitor effectiveness of intervention.

_____ 144. be aware of educational program evaluation processes.

_____ 145. conduct service evaluation.

_____ 146. report information collected and hypothesis about case.

_____ 147. write and compose narratives for a variety of audiences.

_____ 148. write acceptable behavioral objectives.

_____ 149. design a curricular change for an individual or group of children.

_____ 150. develop behavioral control techniques for use in the units.

_____ 151. transfer the child from the regular unit.

_____ 152. refer the child to some outside agency such as a pediatrician or a child guidance clinic.

_____ 153. serve as a regular member of the Instructional Improvement Committee (IIC).

_____ 154. assist unit staff in planning, implementing, and evaluating instructional activities for children in the unit.

_____ 155. test children eligible for slow-learning classes.

_____ 156. acquaint teachers with specific psychological tests.

_____ 157. state needed areas of remediation for a child in a unit.

_____ 158. assist unit personnel in initiating, establishing and mainstreaming good home-school relations.

_____ 159. to serve on the multi-disciplinary or 'M' team.

_____ 160. provide inservice training for unit personnel concerning their role in dealing with children with behavioral and/or learning problems.

_____ 161. discuss problems with the school principal.

APPENDIX B

SCHOOL PSYCHOLOGIST REVISED ROLE ITEMS

I EXPECT THE SCHOOL PSYCHOLOGIST TO:

_____ 1. have the ability to maintain a positive clinical attitude toward teachers and other school staff involved and contributing to solving student problems.

_____ 2. share or give away leadership as appropriate.

_____ 3. teach teachers through case consultation.

_____ 4. assist unit personnel in initiating, establishing and maintaining good home-school relations.

_____ 5. provide direct consultation--teachers and team--around clarification, problem solving and effectiveness.

_____ 6. provide consultation with principals and administrators regarding intrastaff and parent problems.

_____ 7. have the ability to communicate in staffings in a way that makes a contribution but does not alienate participants.

_____ 8. provide information regarding effective change in school, unit, or IIC.

_____ 9. initiate most appropriate strategies for bringing about planned chance in a given situation.

_____10. have community involvement.

_____11. have diagnostic skills via observing, examining history, defining present skills, testing (informal and formal).

_____12. interpret information and assessment to parents and teachers.

_____13. provide psychological assessment; through formal and informal tests and observations.

_____14. use and interpret formal tests so information is diagnostically useful.

_____15. serve on the multi-disciplinary or staffing team.

_____16. test children eligible for special learning classes.

_____17. engage in problem identification, problem solving, and decision making and defining an appropriate action plan based on identified problems.

_____18. refer the child to some outside agency such as a pediatrician or a child guidance clinic.

_____19. organize background data (academic, social, behavioral, personality), in an effort to assess learning problems.

_____20. engage in the observation of students in the unit, lunchroom, and at recess.

_____21. have knowledge of behavior change theories.

_____22. provide program planning for on-task behavior: elimination of negative behavior.

_____23. establish management programs (behavior modification) with parents, teachers.

_____24. have a very positive non-threatening approach.

_____25. provide support for teachers.

_____26. have an understanding nature and effects of handicaps (MR, physical, visual, LD).

_____27. develop behavioral control techniques for use in the units.

_____28. develop behavior programming in school (set up contingency management program, moniter programs, follow-up and modification of programs.

_____29. conduct individual and group counseling with kids, parents, and/or teachers.

_____30. perform basic therapy techniques to use with children in specific situations: death, divorce, separation, sexual problems, etc.

_____31. have the ability to work as a team member.

_____32. engage in setting up and following in-unit behavior program in conjunction with classroom teacher.

_____33. be aware of educational program evaluation processes.

_____34. develop needed programs of remediation for a child in a unit.

_____35. assist in programming with teachers and principals.

_____36. work with teachers to set up curriculum modification for specific children and groups of children.

_____37. have home-school coordination in programming.

_____38. provide needs assessment (Title I, TMR, orthopedic programming).

_____39. assist unit staff in planning, implementing, and evaluating instructional activities for children in the unit.

_____40. serve as a regular member of the Instructional Improvement Committee (IIC).

_____41. have the ability to maintain objectivity and positive view of targets whether individuals, groups, or systems.

_____42. assist in restructuring unit environments.

_____43. engage in data collection and monitor effectiveness of intervention.

_____44. utilize specific strategies for helping an individual in a group make systematic and rational decisions.

_____45. provide inservice training for unit personnel concerning their role in dealing with children with behavioral and/or learning problems.

_____46. help others conceptualize a problem using an appropriate problem-identification planning model.

_____47. have the ability to see the overall view of the school and to interpret this to others in the school.

_____48. develop and implement a needs assessment for staff development.

_____49. set up inservice courses for the regular staff to promote special educational services.

_____50. help school personnel formulate decision type questions in such a way that they are researchable.

APPENDIX C

SCHOOL PSYCHOLOGIST ROLE ANALYSIS QUESTIONNAIRE
(FORM T)

SCHOOL PSYCHOLOGIST ROLE ANALYSIS
(Form T)

This instrument contains task statements which are descriptive of expectations you may hold for the school psychologist. Please indicate the behavior you expect of the school psychologist by reacting to each statement as follows:

1. To the left of each statement indicate the degree of expectation you hold for the school psychologist in your school to perform each of the identified tasks by checking the appropriate response. Choices include: ABSOLUTELY MUST, PROBABLY SHOULD, MAY OR MAY NOT, PROBABLY SHOULD NOT, AND ABSOLUTELY MUST NOT.

2. To the right of each statement rate the effectiveness of the school psychologist in performing each task. Choices for effectiveness ratings include: VERY EFFECTIVE, EFFECTIVE, NEITHER EFFECTIVE NOR INEFFECTIVE, INEFFECTIVE, and VERY INEFFECTIVE. Rate the school psychologist's effectiveness as NEITHER EFFECTIVE NOR INEFFECTIVE either if he/she does not presently perform a particular task or if you are not certain he/she performs it.

EXPECTATIONS I EXPECT THE SCHOOL PSYCHOLOGIST TO:					TASKS	EFFECTIVENESS I RATE THE EFFECTIVENESS OF THE SCHOOL PSYCHOLOGIST IN THIS TASK AS:				
AM	PS	MMN	PSN	AMN		VE	E	NEI	I	VI
—	—	—	—	—	1. maintain a positive clinical attitude toward teachers and other staff members involved in solving student problems.	—	—	—	—	—
—	—	—	—	—	2. organize background data (academic, social, behavioral, personality) in order to assess learning problems.	—	—	—	—	—
—	—	—	—	—	3. utilize appropriate theories of behavioral change.	—	—	—	—	—

AM	PS	MMN	PSN	AMN		VE	E	NEI	I	VI
—	—	—	—	—	4. assist unit staffs in planning, implementing, and evaluating instructional activities for children in the unit (learning community).	—	—	—	—	—
—	—	—	—	—	5. provide inservice training for unit personnel concerning their role in dealing with children with behavioral and/or learning problems.	—	—	—	—	—
—	—	—	—	—	6. serve as a regular member of the Instructional Improvement Committee (IIC or PIC).	—	—	—	—	—
—	—	—	—	—	7. provide program plans for on-task behavior to eliminate negative student behavior.	—	—	—	—	—
—	—	—	—	—	8. engage in problem identification, problem solving, and defining an appropriate action plan based on identified problems.	—	—	—	—	—
—	—	—	—	—	9. utilize informal and formal diagnostic skills in observing and testing students to define present performance.	—	—	—	—	—
—	—	—	—	—	10. initiate appropriate strategies for bringing about planned change in student behavior.	—	—	—	—	—
—	—	—	—	—	11. work with teachers to modify the curriculum for specific children or groups of children.	—	—	—	—	—
—	—	—	—	—	12. engage in data collection and monitor the effectiveness of interventions.	—	—	—	—	—
—	—	—	—	—	13. assist teachers and principals with educational programming.	—	—	—	—	—
—	—	—	—	—	14. establish behavior modification and other management programs with parents and teachers.	—	—	—	—	—

AM	PS	MMN	PSN	AMN		VE	E	NEI	I	VI
—	—	—	—	—	15. provide information regarding needed change in school, unit (learning community) or IIC (PIC).	—	—	—	—	—
—	—	—	—	—	16. utilize a positive non-threatening approach to problem solving.	—	—	—	—	—
—	—	—	—	—	17. provide information concerning the nature and effects of handicaps (MR, physical, visual, LD).	—	—	—	—	—
—	—	—	—	—	18. develop behavior programming in school (establish monitor, follow-up and modify the programs.)	—	—	—	—	—
—	—	—	—	—	19. develop programs of remediation for children in a unit.	—	—	—	—	—
—	—	—	—	—	20. help others conceptualize a problem using an appropriate problem-identification and planning techniques.	—	—	—	—	—
—	—	—	—	—	21. help unit leaders and teachers make systematic and rational decisions regarding educational issues.	—	—	—	—	—
—	—	—	—	—	22. provide consultation to the principal regarding intrastaff and parent problems.	—	—	—	—	—
—	—	—	—	—	23. work cooperatively as a team member.	—	—	—	—	—
—	—	—	—	—	24. provide psychological assessment through formal and informal tests and observations.	—	—	—	—	—
—	—	—	—	—	25. communicate in staffings in a way that makes a contribution but does not alienate participants.	—	—	—	—	—

AM	PS	MMN	PSN	AMN		VE	E	NEI	I	VI
—	—	—	—	—	26. maintain objectivity and positive view of individuals and groups.	—	—	—	—	—
—	—	—	—	—	27. provide professional and personal support for teachers.	—	—	—	—	—
—	—	—	—	—	28. teach teachers through case consultation.	—	—	—	—	—
—	—	—	—	—	29. assist unit personnel in initiating, establishing and maintaining good home-school relations.	—	—	—	—	—
—	—	—	—	—	30. interpret formal tests and informal measures so the information is diagnostically useful.	—	—	—	—	—
—	—	—	—	—	31. serve on the multi-disciplinary or staffing team.	—	—	—	—	—
—	—	—	—	—	32. interpret problems and issues in the school to the total staff.	—	—	—	—	—
—	—	—	—	—	33. conduct inservice courses for the regular staff concerning special educational needs and services.	—	—	—	—	—
—	—	—	—	—	34. interpret information and assessment results to parents and teachers.	—	—	—	—	—
—	—	—	—	—	35. assist in conducting evaluation of the total educational program of the school.	—	—	—	—	—

APPENDIX D

SCHOOL PSYCHOLOGIST ROLE ANALYSIS QUESTIONNAIRE (FORM P)

SCHOOL PSYCHOLOGIST ROLE ANALYSIS
(Form P)

This instrument contains task statements which are descriptive of expectations you may hold for the school psychologist. Please indicate the behavior you expect of the school psychologist by reacting to each statement as follows:

1. To the left of each statement indicate the degree of expectation you hold for the school psychologist in your school to perform each of the identified tasks by checking the appropriate response. Choices include: ABSOLUTELY MUST, PROBABLY SHOULD, MAY OR MAY NOT, PROBABLY SHOULD NOT, AND ABSOLUTELY MUST NOT.

2. To the right of each statement rate the effectiveness of the school psychologist in performing each task. Choices for effectiveness ratings include: VERY EFFECTIVE, EFFECTIVE, NEITHER EFFECTIVE NOR INEFFECTIVE, INEFFECTIVE, and VERY INEFFECTIVE. Rate the school psychologist's effectiveness as NEITHER EFFECTIVE NOR INEFFECTIVE either if he/she does not presently perform a particular task or if you are not certain he/she performs it.

EXPECTATIONS					TASKS	EFFECTIVENESS				
AS SCHOOL PSYCHOLOGIST I AM EXPECTED TO:						I RATE MY EFFECTIVENESS IN THIS TASK AS:				
AM	PS	MMN	PSN	AMN		VE	E	NEI	I	VI
—	—	—	—	—	1. maintain a positive clinical attitude toward teachers and other staff members involved in solving student problems.	—	—	—	—	—
—	—	—	—	—	2. organize background data (academic, social, behavioral, personality) in order to assess learning problems.	—	—	—	—	—
—	—	—	—	—	3. utilize appropriate theories of behavioral change.	—	—	—	—	—

AM	PS	MMN	PSN	AMN		VE	E	MEI	I	VI
—	—	—	—	—	4. assist unit staffs in planning, implementing, and evaluating instructional activities for children in the unit (learning community).	—	—	—	—	—
—	—	—	—	—	5. provide inservice training for unit personnel concerning their role in dealing with children with behavioral and/or learning problems.	—	—	—	—	—
—	—	—	—	—	6. serve as a regular member of the Instructional Improvement Committee (IIC or PIC).	—	—	—	—	—
—	—	—	—	—	7. provide program plans for on-task behavior to eliminate negative student behavior.	—	—	—	—	—
—	—	—	—	—	8. engage in problem identification, problem solving, and defining an appropriate action plan based on identified problems.	—	—	—	—	—
—	—	—	—	—	9. utilize informal and formal diagnostic skills in observing and testing students to define present performance.	—	—	—	—	—
—	—	—	—	—	10. initiate appropriate strategies for bringing about planned change in student behavior.	—	—	—	—	—
—	—	—	—	—	11. work with teachers to modify the curriculum for specific children or groups of children.	—	—	—	—	—
—	—	—	—	—	12. engage in data collection and monitor the effectiveness of interventions.	—	—	—	—	—
—	—	—	—	—	13. assist teachers and principals with educational programming.	—	—	—	—	—
—	—	—	—	—	14. establish behavior modification and other management programs with parents and teachers.	—	—	—	—	—

AM	PS	MMN	PSN	AMN		VE	E	NEI	I	VI
—	—	—	—	—	15. provide information regarding needed change in school, unit (learning community) or IIC (PIC).	—	—	—	—	—
—	—	—	—	—	16. utilize a positive non-threatening approach to problem solving.	—	—	—	—	—
—	—	—	—	—	17. provide information concerning the nature and effects of handicaps (MR, physical, visual, LD).	—	—	—	—	—
—	—	—	—	—	18. develop behavior programming in school (establish monitor, follow-up and modify the programs.)	—	—	—	—	—
—	—	—	—	—	19. develop programs of remediation for children in a unit.	—	—	—	—	—
—	—	—	—	—	20. help others conceptualize a problem using an appropriate problem-identification and planning techniques.	—	—	—	—	—
—	—	—	—	—	21. help unit leaders and teachers make systematic and rational decisions regarding educational issues.	—	—	—	—	—
—	—	—	—	—	22. provide consultation to the principal regarding intrastaff and parent problems.	—	—	—	—	—
—	—	—	—	—	23. work cooperatively as a team member.	—	—	—	—	—
—	—	—	—	—	24. provide psychological assessment through formal and informal tests and observations.	—	—	—	—	—
—	—	—	—	—	25. communicate in staffings in a way that makes a contribution but does not alienate participants.	—	—	—	—	—

AM	PS	MMN	PSN	AMN		VE	E	NEI	I	VI
—	—	—	—	—	26. maintain objectivity and positive view of individuals and groups.	—	—	—	—	—
—	—	—	—	—	27. provide professional and personal support for teachers.	—	—	—	—	—
—	—	—	—	—	28. teach teachers through case consultation.	—	—	—	—	—
—	—	—	—	—	29. assist unit personnel in initiating, establishing and maintaining good home-school relations.	—	—	—	—	—
—	—	—	—	—	30. interpret formal tests and informal measures so the information is diagnostically useful.	—	—	—	—	—
—	—	—	—	—	31. serve on the multi-disciplinary or staffing team.	—	—	—	—	—
—	—	—	—	—	32. interpret problems and issues in the school to the total staff.	—	—	—	—	—
—	—	—	—	—	33. conduct inservice courses for the regular staff concerning special educational needs and services.	—	—	—	—	—
—	—	—	—	—	34. interpret information and assessment results to parents and teachers.	—	—	—	—	—
—	—	—	—	—	35. assist in conducting evaluation of the total educational program of the school.	—	—	—	—	—

APPENDIX E

GENERAL INFORMATION AND BACKGROUND DATA

General Information Data Sheet

Principal

Please Fill In The Blanks With The Appropriate Information:

____ 1. Age

____ 2. Sex (1) Male (2) Female

____ 3. Professional training level

(1) less than BA
(2) BA
(3) MA
(4) MA + 15
(5) MA + 30
(6) Ph.D.

____ 4. Total years of administrative experience

____ 5. Total years as principal in present district

____ 6. Extent of contact with school psychologist

(1) more than once a week
(2) once a week
(3) monthly
(4) yearly
(5) per case (as needed)
(6) none
(7) other (state)

7. In addition to school psychologists does your school utilize services from the following individuals?

____ school social workers ____ part time ____ full time

____ school counselor ____ part time ____ full time

____ special education teachers ____ part time ____ full time

General Information Data Sheet

Unit Leader

Please Fill In The Blanks With The Appropriate Information:

____ 1. Age

____ 2. Sex (1) Male (2) Female

____ 3. Professional training level

(1) less than BA (4) MA + 15

(2) BA (5) MA + 30

(3) MA (6) Ph.D.

____ 4. Total years of teaching experience

____ 5. Total years of teaching experience in present district

____ 6. Number of teachers in your unit (including yourself)

____ 7. Extent of contact with school psychologist

(1) more than once a week (5) per case (as needed)

(2) once a week (6) none

(3) monthly (7) other (state)

(4) yearly

General Information Data Sheet

Unit Teacher

Please Fill In The Blanks With The Appropriate Information:

____ 1. Age

____ 2. Sex (1) Male (2) Female

____ 3. Professional training level

(1) less than BA
(2) BA
(3) MA
(4) MA + 15
(5) MA + 30
(6) Ph.D.

____ 4. Total years of teaching experience

____ 5. Total years of teaching experience in present district

____ 6. Extent of contact with school psychologist

(1) more than once a week
(2) once a week
(3) monthly
(4) yearly
(5) per case (as needed)
(6) none
(7) other (state)

BACKGROUND INFORMATION

School Psychologist

____ 1. Age

____ 2. Sex (1) Male (2) Female

____ 3. Professional training level

(1) less than BA (4) MA + 15

(2) BA (5) MA + 30

(3) MA (6) Ph.D.

____ 4. Total years of experience

____ 5. Total years of experience in present district

____ 6. How many schools do you provide service?

____ 7. Are you familiar with the multiunit organizational structure of this school? (1) Yes (2) No

____ 8. Which of the following IGE workshops have you attended for multiunit personnel?

(1) None

(2) 5-day institute for experienced multiunit personnel

(3) 3-day workshop for building principals

(4) 1-5 day workshop for entire building staff prior to starting out on a multiunit school

____ 9. The decision to recommend a child to the school psychologist is transmitted through: the unit (1), IIC (2), principal (3), or referring teacher (4).

____10. Evaluations and subsequent recommendations are returned to the unit (1), IIC (2), principal (3), or referring teacher (4).

___11. How much time do you spent in this particular IGE school?

(1) more than once a week

(2) once a week

(3) monthly

(4) as needed (per case, etc.)

___12. To what degree of involvement do you have with IIC and unit operations?

(1) a large degree of involvement

(2) some degree of involvement

(3) a small degree of involvement

(4) no degree of involvement

___13. Please indicate where you wish more involvement in your role as a school psychologist.

(1) DIAGNOSTICIAN

(2) CONSULTANT

(3) MENTAL HYGIENIST (THERAPIST)

(4) RESEARCHER

(5) EDUCATIONAL PROGRAMMER

(6) OTHER (State) _____

APPENDIX F

TELEPHONE SURVEY

TELEPHONE SURVEY

1a. Do you still consider your school an IGE school?

a) Yes

b) We're working on it.

c) No. Would you mind telling me why not?

1b. Has your school been an IGE school since 1974?

a) Yes

a) No

I would like to ask about your school's organization:

2. What grade level equivalents are included in your school? _____

3a. Is your school organized into units, teams, or learning communities?

a) Yes (This response includes "partially," "some," or "all" answers.)

b) No (No units at all)

3b. How many units (learning communities) are in your school? _____

3c. Describe the unit (learning community) structure (excluding student teachers, interns, and aides). For each unit (learning community) give:

Unit name _____

Number of teachers assigned to the unit (excluding unit leader) _____

Number of pupils (as exact as you can give it) _____

Grade level equivalents _____

Does the unit staff meet at least once weekly? Y N

4a. Does your school have an Instructional Improvement Committee (IIC) or a Program Improvement Council (PIC)?

a) Yes

b) No

c) Don't know. If c is chosen, ask:

Do you meet regularly with the unit leaders (learning community leaders)?

1) Yes

2) No

4b. If yes, how many people are the regular members of this group? _____

4c. Does this include the principal and all unit leaders (learning community leaders)?

a) Yes

b) No

4d. How often does the IIC (or PIC) meet?

a) Once a semester

b) Once a month

c) Twice a month

d) Once a week

Now, I'd like some information about your pupil personnel specialists.

5a. Does your school employ or receive services from a school psychologist?

a) Yes

b) No (if no, terminate the interview)

5b. (If yes) Where are the offices of these individuals located?

a) In school building

b) In school district, but different building

c) In a cooperative agency

d) Privately employed

5c. How often is the school psychologist in your school?

_____ one day _____ three days

_____ two days _____ four days

_____ full time _____ per case

6. In addition to school psychologists does your school utilize services from the following individuals?

a) _____ school social workers _____ part time _____ full time

b) _____ school counselors _____ part time _____ full time

c) _____ special education teachers _____ part time _____ full time

Finally, I'd like information about your school's instructional program in reading, and math. First, we'll talk about reading. Generally we're looking for a sequence in which your teachers identify reading objectives for the students in their unit, preassess for those objectives; then group students according to which objectives they need to master, instruct on those objectives, then test again, and regroup.

7a. Have you done this entire process for reading in your whole school?

a) Yes

b) No. Explain which students are excluded.

7b. Have you done this entire process for math in your whole school?

a) Yes

b) No. Explain which students are excluded.

Randomly choose one unit for study, and solicit participation of the principal, the unit leaders, the school psychologist and the random unit.

APPENDIX G

BIGFACT RESULTS - EXPECTATION SCORES

ROTATED FACTOR MATRIX

ITEM	LOADING
25	.532
24	.625
30	.434
17	.502
34	.355
26	.494
9	.436
16	.405
20	.363
11	.450
12	.389
5	.534
8	.475
18	.569
7	.510
14	.558
10	.585
35	.598
32	.557
33	.457
13	.491
31	.410
4	.374
28	.357
6	.380
27	.400
19	.471
23	.427
21	.592
15	.476
29	.537
22	.573
1	.462
2	.241
3	.401

Center Planning and Policy Committee

Richard A. Rossmiller
Wayne Otto
Center Co-directors

Wayne Otto
Area Chairperson
Studies in Reading, Language and Communication

Marvin J. Fruth
Area Chairperson
Studies of Implementation of Individualized Schooling

Herbert J. Klausmeier
Area Chairperson
Studies of Instructional Programming for the Individual Student

James M. Lipham
Area Chairperson
Studies of Administration and Organization for Instruction

Thomas A. Romberg
Area Chairperson
Studies in Mathematics and Evaluation of Practices in Individualized Schooling

Associated Faculty

Vernon L. Allen
Professor
Psychology

B. Dean Bowles
Professor
Educational Administration

Thomas P. Carpenter
Associate Professor
Curriculum and Instruction

W. Patrick Dickson
Assistant Professor
Child and Family Studies

Marvin J. Fruth
Professor
Educational Administration

John G. Harvey
Professor
Mathematics
Curriculum and Instruction

Frank H. Hooper
Professor
Child and Family Studies

Dale D. Johnson
Professor
Curriculum and Instruction

Herbert J. Klausmeier
V.A.C. Henmon Professor
Educational Psychology

Joseph T. Lawton
Assistant Professor
Child and Family Studies

Joel R. Levin
Professor
Educational Psychology

James M. Lipham
Professor
Educational Administration

Dominic W. Massaro
Professor
Psychology

Donald M. McIsaac
Professor
Educational Administration

Wayne R. Otto
Professor
Curriculum and Instruction

Penelope L. Peterson
Assistant Professor
Educational Psychology

Robert G. Petzold
Professor
Music
Curriculum and Instruction

Thomas S. Popkewitz
Associate Professor
Curriculum and Instruction

Gary G. Price
Assistant Professor
Curriculum and Instruction

Thomas A. Romberg
Professor
Curriculum and Instruction

Richard A. Rossmiller
Professor
Educational Administration

B. Robert Tabachnick
Professor
Curriculum and Instruction

J. Fred Weaver
Professor
Curriculum and Instruction

Gary G. Wehlage
Associate Professor
Curriculum and Instruction